

Holbeach School: Transition to Reception: A Guide for Children & Parents

The Road To School

This tracker helps you and your child prepare for school.

Everyone starts school with different abilities - your teacher will help you progress at your own level.

Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

What are you looking forward to the most? Is there anything you're unsure of?

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

School bus

School

Nursery Resources
www.nurseryresources.org

Remember - learning is not a competition, children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.

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The Road to School – Extra Tips for Parents

Child	Parent
<p>Eating</p> <p>I can use a knife and fork.</p> <p>I can open my packed lunch on my own</p> <p>I am confident at opening wrappers and packaging</p>	<p>Encourage independence at mealtimes when eating by encouraging children to feed themselves. (When using cutlery use real adult size rather than plastic child size alternatives)</p> <p>Encourage children to help open food packaging as a daily part of routine at food preparation, meal and snack times.</p>
<p>Self-Care</p> <p>I know when to wash my hands</p> <p>I can wipe my nose</p> <p>I can ask for help when I don't feel well</p>	<p>Continue to encourage hand washing and hygiene practices throughout the day and talk about why we wash our hands.</p> <p>Model hand washing and nose wiping for children to support with their understanding where appropriate.</p>
<p>Getting dressed and undressed on my own</p> <p>I can button and unbutton my shirt and use a zip</p> <p>I can put my own shoes and socks on</p> <p>I can change into my PE kit and put my coat on</p>	<p>Support children to dress and undress independently by initially providing lots of help to make it a positive experience.</p> <p>Provide slip on or Velcro shoes as these are easier to put on independently.</p> <p>Allow extra time for practising at home for it become a familiar part of a daily routine.</p>
<p>Independence</p> <p>I am happy to be away from my mummy, daddy or main carer</p> <p>I am happy to tidy my belongings and look after my things</p> <p>I am feeling confident about starting school</p> <p>I can make my own choices</p>	<p>Provide opportunities for your child to be away from you for short periods of time by visiting other relatives or friends your feel confident to leave your child with. Always tell your child when you are leaving at that you will be back. This can be helped by talking through what they will be doing whilst you are away to help their understanding of when you will be back.</p> <p>Encourage your child to care for their own possessions and toys by having a place where objects and belongings live for your child to consistently take and return items and belonging to.</p> <p>Talk about starting school with your child. Contact your new school, find out the routines of the day and take opportunities provided to arrange a visit to look around the school and meet the staff.</p>
<p>Routines</p> <p>I have practiced putting on my uniform and getting ready to leave on time</p> <p>I have a good bedtime routine so I'm not feeling tired for school</p> <p>I'm learning to eat at times I will on school days</p>	<p>Provide opportunities to try on uniform prior starting school. It may help to introduce some clothes at home which have fastenings like the school uniform. Practice the school journey together prior to starting school so the journey becomes familiar.</p> <p>Provide a consistent routine at bedtime to provide consistency. For example, bath time, setting out clothes for next day and bedtime is predictable on every weekday in preparation for school.</p> <p>Consider providing a mid-morning snack and lunch at a similar time to those of the school. Find out what the lunch time routine will be to help prepare your child.</p>
<p>Going to the toilet</p> <p>I can go to the toilet on my own, wipe myself and flush</p> <p>I can wash and dry my hands without any help</p>	<p>Encourage your child to use the toilet independently. It would be good practice when visiting the school to request your child is shown the bathroom area.</p> <p>Encourage and talk about hygiene and why we wash our hands to support children in consistently building this into their routine. If they forget, provide a gentle reminder to support their thinking. For example, "What might happen if our hands are dirty?"</p>

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<p>Counting skills</p> <p>I enjoy practicing counting objects</p> <p>I like saying number rhymes and playing counting games</p>	<p>In every day experiences provide opportunities for children to notice and count objects around them. Eg the number of plates on the table, how many stairs as they are climbing them. Use mathematical language in everyday situations. Eg talk about the size and shape of buildings when on a local walk. Point out different patterns you see, count the number of blue cars.</p>
<p>Interest in the world and new activities</p> <p>I enjoy learning about the world around me</p> <p>I am interested in exploring new activities or environments</p> <p>I like asking questions</p>	<p>Provide stories that help children to make sense of different environments.</p> <p>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</p> <p>Provide play maps and small world equipment for children to create their own environments.</p>
<p>Sharing and turn taking</p> <p>I can share and take turns</p> <p>I like playing games with others</p> <p>I like interacting with other children</p>	<p>Provide opportunities for sharing and turn taking to support your child in understanding they sometimes need to wait for things. Play games with them where you need to share resources.</p>
<p>Speaking and literacy</p> <p>I like to read stories and look at picture books</p> <p>I can talk about myself my needs and my feelings</p> <p>I am practising recognising my name when its written down</p> <p>I can construct complex sentences to join ideas within a sentence</p> <p>I can respond to appropriate questions</p> <p>I can take turns in conversations</p>	<p>Provide a range of books and stories including from different cultures</p> <p>Give thinking time for children to decide what they want to say</p> <p>Help children to build their vocabulary by extending their previous experiences</p> <p>Help children expand on what they say, introducing and reinforcing the use of more complex sentences</p>
<p>Listening and understanding</p> <p>I can sit and listen for a short while</p> <p>I can follow instructions</p> <p>I understand the need to follow rules</p>	<p>Encourage short periods of uninterrupted time for sitting together to share everyday experiences. Include recalling what has happened in the day, retelling a favourite story or playing a turn taking game.</p> <p>Provided daily opportunities for following simple instructions, you could support this with actions to help understanding. Build up the number of instructions as understanding and attention increases. Eg "Please go and get your coat and shoes and put them on."</p> <p>Include your children in setting 'rules to support them in their understanding and ownership of expectations. Eg we go to bed at 6.30pm and have a story because we need to go to sleep at 7pm.</p>
<p>Writing skills</p> <p>I like tracing patterns and colouring in</p> <p>I enjoy making marks</p> <p>I am practising holding a pencil</p>	<p>Encourage children to create their own mark-making on a large and small scale using all types of writing implements.</p> <p>Encourage children to talk about the marks they have created.</p> <p>Provide opportunities to write / mark-make eg shopping lists, notes to friends and family members, letters to post, labels for models made, writing about something they have made or drawn.</p> <p>Provide opportunities where your children can also see you writing for a purpose. This will support their understanding of the different contexts for writing.</p>