

Starting School



A Booklet for Parents
From
Simonstone St. Peter's C. E. School

Simonstone St. Peter's C. E. Primary School

Dear parents,

Welcome to Simonstone St. Peter's
C. E. Primary School

When your child starts school you will receive a copy of the school brochure that will provide you with information about organisation and practical matters.

In addition we would like you to have these booklets to help you prepare your child for starting school. The white booklet is for you and contains a few simple activities, which can make a great difference to the way a child approaches school life. There are also two questionnaires which will help us to get to know your child more quickly.

The red booklet is for your child to look at with you. The activities are like those we do in the reception group at school and the poems and stories we recommend will become familiar to your child during his/her first few weeks at school. We hope you both enjoy it.

If you have any questions about the booklets or you feel you would like more information please contact the school.

Yours sincerely,

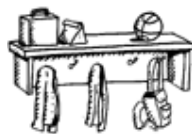
Jacqueline Booth.



Preparing Your Child for Starting School

Many little things are important to help your child to settle into school. Make it easier for your child by preparing him/her in advance.

- Teach your child to use the toilet without help and wash their hands afterwards.
- Practise dressing and undressing.
- Practise using a small knife, fork and spoon.
- Practise shoe fastenings, buttons and zips.
- Teach your child to recognise their own name.
- Practise taking off his/her coat, hanging it up, and putting it on again.



Before his/her first day at school why not-



- Bring him/her to visit us in school at the times arranged.
- Join us for events like Sport's Day or Gala Day.
- Talk about and 'play' school at home.
- Chat to other children and their parents about Simonstone School.
- Join the Friends of Simonstone School Association and support their events.

Helpful Hints

It will help us a great deal if you could label clothes, shoes, P.E. things etc.

P.E. things should be kept in a draw string bag – clearly labelled please.

This bag can be kept on your child's coat hook.

It will be sent home for washing every half term.

Please send any money to school in a clearly marked envelope.



If you are sending a packed lunch, a plastic lunch box and a child flask are best.



No sweets please!



When choosing school clothes and equipment please consider –

- Pumps with elastic fronts.
- Velcro fastening shoes.
- Easy pull on clothes in school colours e.g. tee shirts, sweatshirts, elastic tops for trousers and skirts.

Buy your child a small school bag to bring home reading books, homework etc.



What Can You Do To Help Your Child Before They Start School

Read together our little booklet and try out the activities.

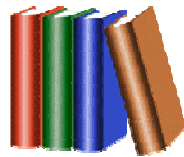
Talk to him/her about what you are doing and what is happening around him/her – at home, in the shops, in the street. When they begin to read, your child will only understand in print what is already in his/her head, so it is beneficial if he/she has a fairly wide vocabulary and be able to express him/herself.



Train them to be a good listener:–

- Listening to you reading stories and rhymes.
- Listening to you singing.
- Listening to stories on tape or on the television.

Starting to Read and Write



As soon as your child visits us at school, he/she will be able to choose a book from our book corner and will bring this home in a special plastic wallet. Please encourage him/her to bring this each visit and exchange the book. Read and enjoy the book together, talking about the story and the pictures. Think about the ‘geography’ of the book i.e. starting at the front, reading from left to right, reading from top to bottom and turning over the pages. Point out what are ‘letters’ and what are ‘words’.

When he/she starts school properly, he/she will receive a sounds booklet and a sounds book. These are activities based on ‘Jolly Phonics’. This is the programme of study we use in order to teach your child all of the sounds needed to aid them in their reading. You will also be given sound games, in order to help your child in their early stages of reading. You will receive a reading record book to put in his/her folder, which we hope you will help us to keep, in order to follow his/her reading progress. There will be a booklet for you to explain how ‘Jolly Phonics’ is implemented.

Your child will bring home a variety of books during his first year at school:

- Books from structured reading programme.
- Books to read together.
- Story books for you to read to him/her.
- Library Books.

Remember –

Never make reading a chore. Reading should be fun!



Writing



- Let him/her have a practice with pencils, scissors, paints, crayons and felt tipped pens.
- Do simple dot to dot patterns and colouring in pictures.
- Let him/her practice his/her own 'made up writing'.

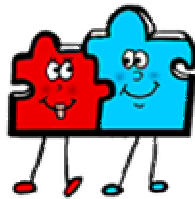
- If you feel he/she can manage writing letters, please use small case letters (see accompanying sheet). Capitals only for the first letters of names.
- Try writing his/her own name.

Numeracy



Help him/her to name colours, sort things into sizes, count things everywhere e.g. mugs on the table, potatoes for dinner, eggs in the fridge!

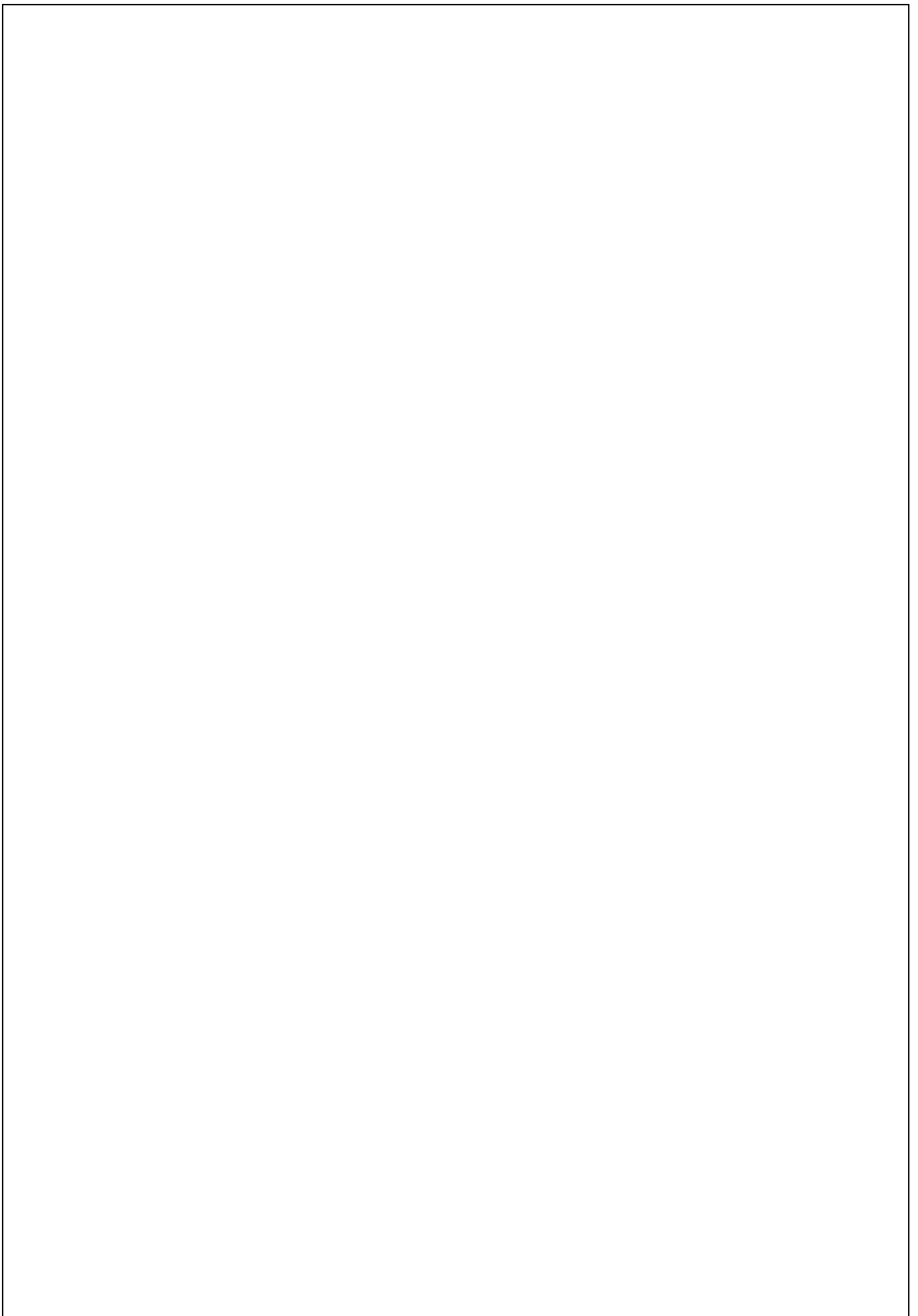
Play games together like Lotto, Snap, Jig Saws, Snakes and ladders. It's all good Educational Stuff!



Above all – **MAKE IT FUN!** Don't push it – let your child take the lead. Give plenty of encouragement and praise and most important.....

ENJOY IT YOURSELF!





Starting School
A Booklet for Children



Reading and Doing



Welcome
To Our School

The title 'Welcome To Our School' is written in a colorful, bubbly font. The word 'Welcome' is on the top line and 'To Our School' is on the bottom line. The letters are multi-colored (red, blue, green, yellow, purple). To the left of 'Welcome' is a red and silver scissors icon. Below 'Welcome' is a purple pencil icon. To the right of 'Welcome' is a white glue bottle icon with an orange cap and a label that says 'School Glue'.

Simonstone St. Peter's C. E. School

Dear Boys and Girls,

Here is a book for you to read with your Mummy or Daddy. There are rhymes to learn and activities to do. Perhaps you could bring your pictures to show us at school when you have finished them.

We look forward to seeing you.

From

Mrs. Booth.

Do you know these Nursery Rhymes?

Baa, Baa Black Sheep

Baa, Baa, black sheep,
have you any wool?
Yes sir, yes sir -
three bags full:

One for the master,
one for the dame,
And one for the little boy
that lives down the lane.

Baa, Baa, black sheep,
have you any wool?
Yes sir, yes sir -
three bags full.



Can you colour in this picture very carefully
without going over the lines?



Mary, Mary, quite contrary, how does your garden grow?

With silver bells and cockle-shells, and pretty maids all in a row.

What colour have you made the door?

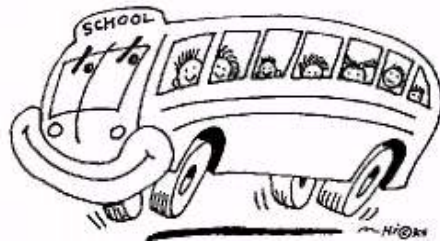
Who do you think lives in the house?

Is it like your house?

What colour are the flowers? Count them.

Is it a sunny day or a wet day?

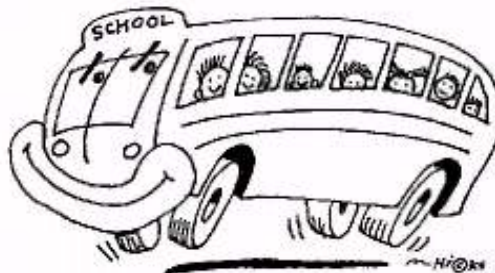
We like this singing game.



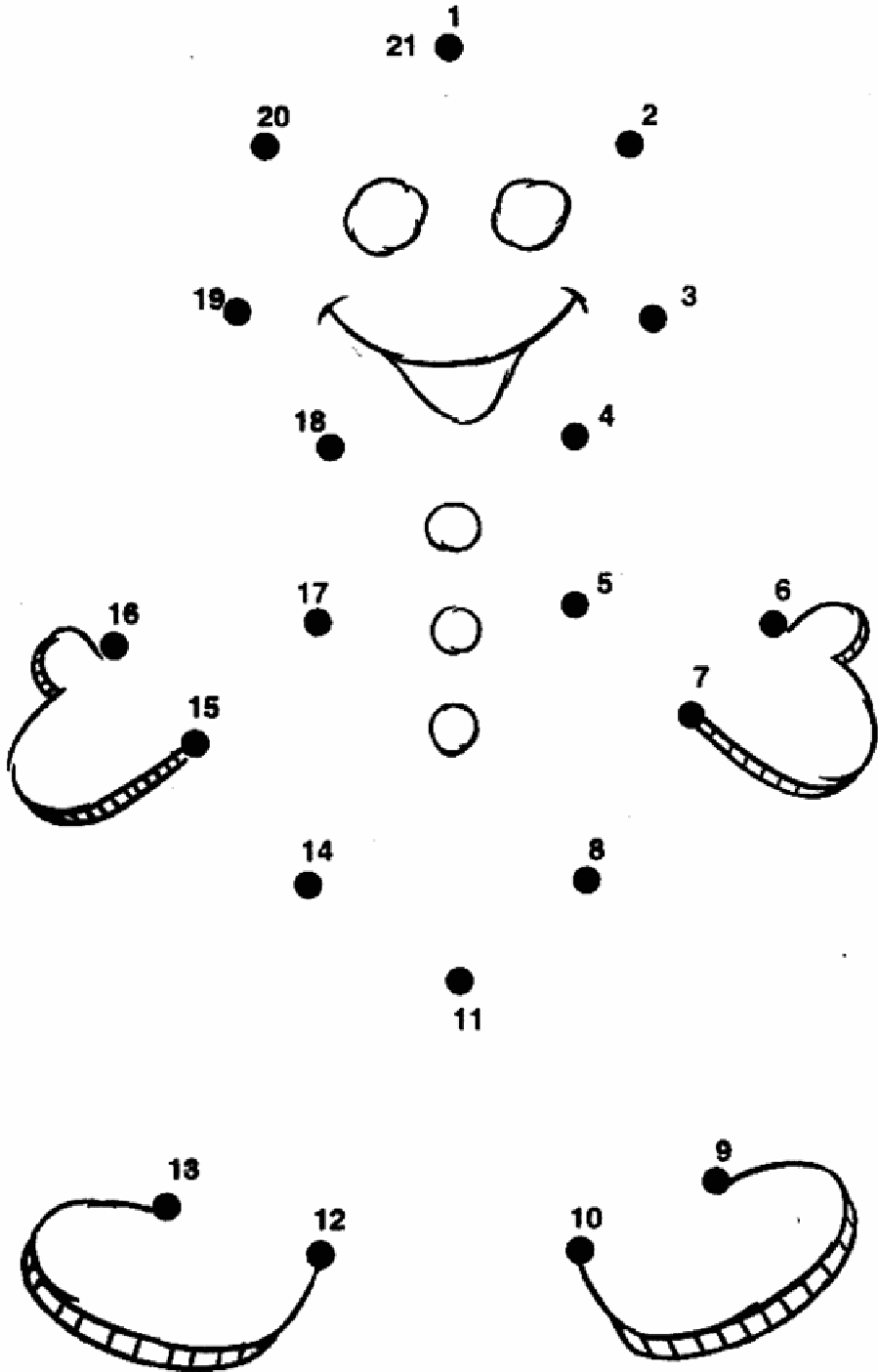
**The wheels on the bus go round and round.
Round and round, round and round.
The wheels on the bus go round and round,
All day long.**

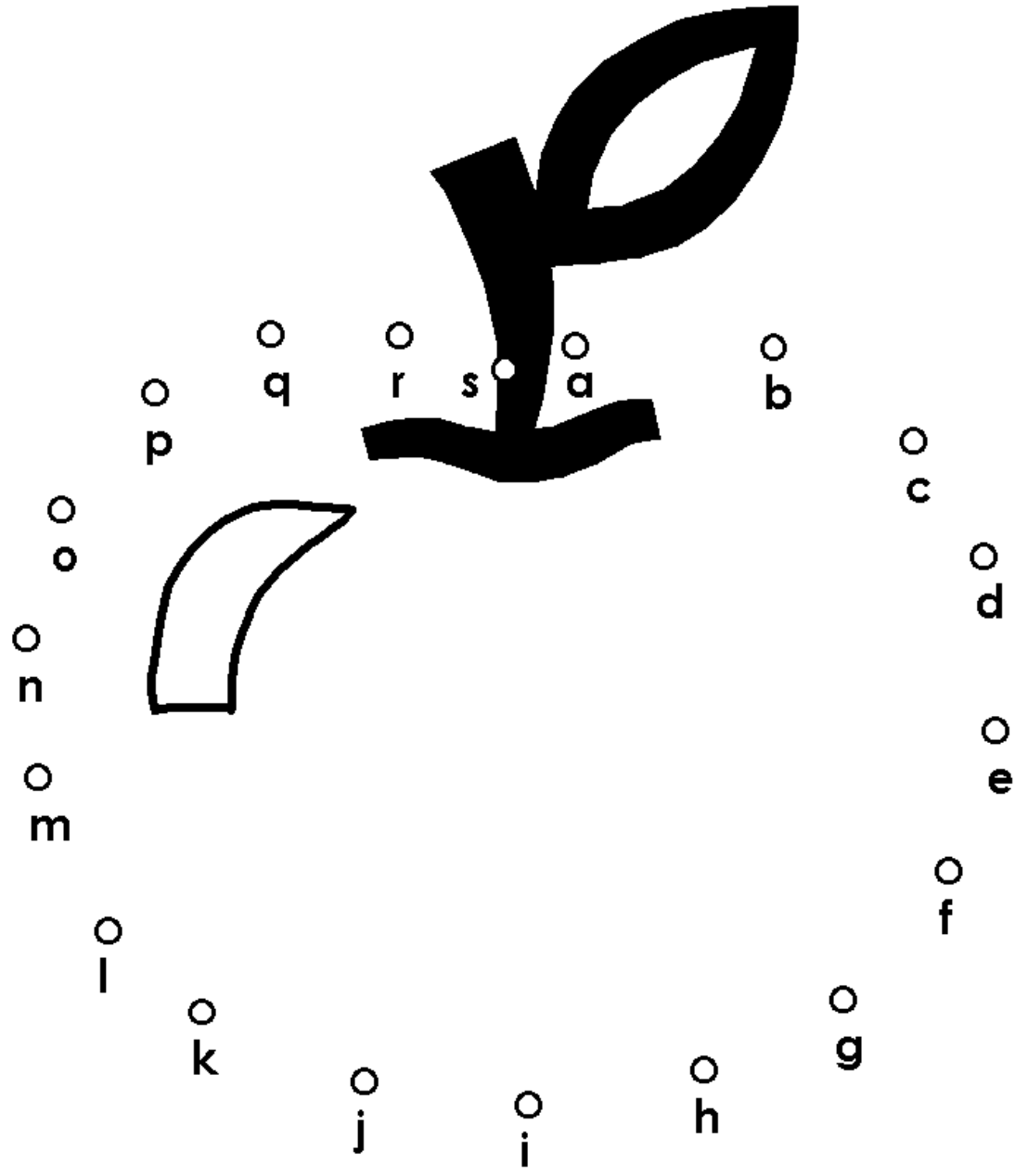
**The horn on the bus goes peep, peep, peep.
Peep, peep, peep, peep, peep, peep.
The horn on the bus goes peep, peep, peep,
All day long.**

(Make up some more verses and do the actions.)

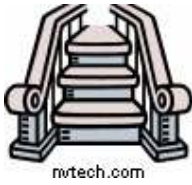


Join up the dots to make a picture.





Count the stairs in your home.



Count a tower of bricks.



Count the people in your family.



Who is the tallest?

Who is the smallest?

Try these number songs.



Teasing Mr. Crocodile



Five little monkeys

(5 fingers held over other arm, 4 for next verse, etc)

Sitting in a tree

Teasing Mr. Crocodile,

(teasing faces, hands up to face like moose antlers or one hand in front of nose)

"You can't catch me!"

Along came Mr. Crocodile,

(finger up to mouth like SHHHH)

Quiet as can be

SNAP!

(Both hands clap together like a crocodile's mouth)

Four little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me!"

Along came Mr. Crocodile,

Quiet as can be

SNAP!

Three little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me!"

Along came Mr. Crocodile,

Quiet as can be

SNAP!

Two little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me!"

**Along came Mr. Crocodile,
Quiet as can be
SNAP!**

**One little monkey
Sitting in a tree
Teasing Mr. Crocodile,
"You can't catch me!"
Along came Mr. Crocodile,
Quiet as can be
SNAP!**

**No more little monkeys
Sitting in a tree!**

Or...Here is an alternate ending!

**One little monkey
Sitting in a tree
Teasing Mr. Crocodile,
"You can't catch me!"
Along came Mr. Crocodile,
Quiet as can be
SNAP!**

Missed me!





Five Little Monkeys



Actions:

Five little monkeys

-- with one hand
hold up the number
of fingers to match
the verse.

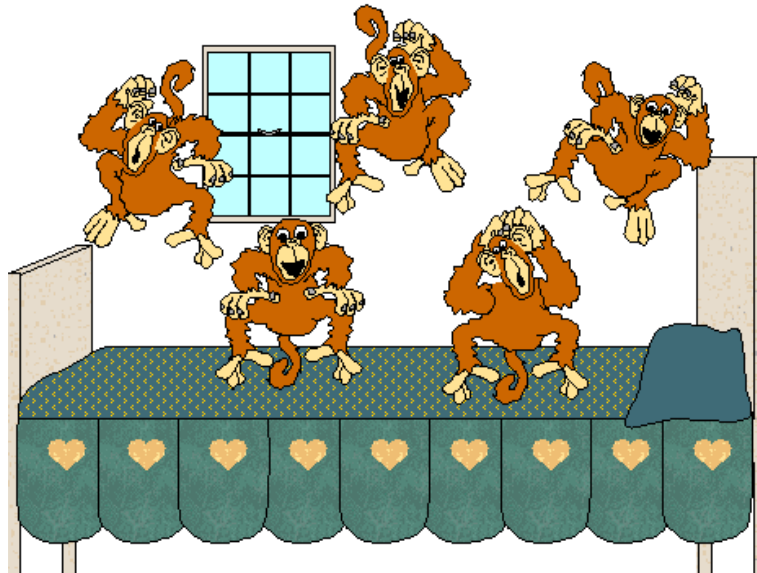
**jumping on the
bed** -- bounce your
fingers (monkeys)
up and down on
your other hand
(the bed)

One fell off -- hold
up one finger

**and bumped his
head** -- hold head
with both hands
and rock head back
and forth

**Mummy called the
Doctor and the
doctor said** -- dial
the phone with one
finger

**No more monkeys
jumping on the
bed** -- shake index
finger ("no")





Five Little Monkeys Words



Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mummy called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"



Four little monkeys jumping on the bed,
One fell off and bumped her head.
Mummy called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"



Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mummy called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"



Two little monkeys jumping on the bed,
One fell off and bumped her head.
Mummy called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"



One little monkey jumping on the bed,
He fell off and bumped his head.
Mummy called the Doctor and the Doctor said,
"Put those monkeys straight to bed!"



a b c d e

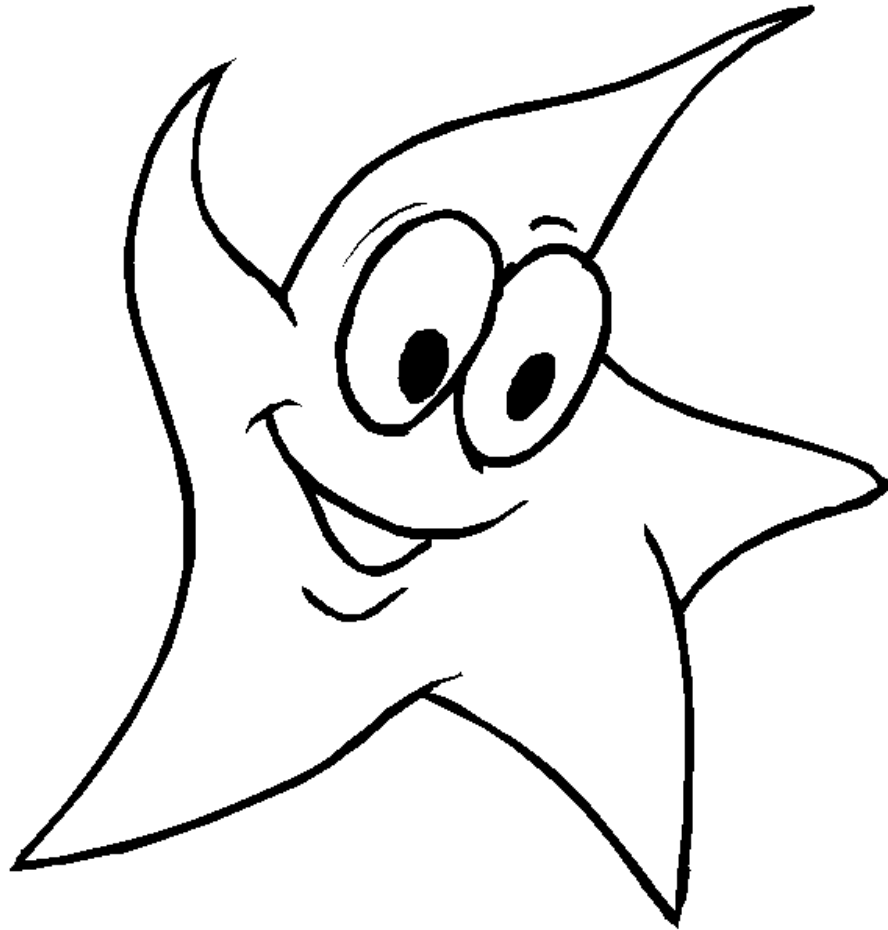
f g h i j k

l m n o p

q r s t u

v w x z

Twinkle Twinkle Little Star



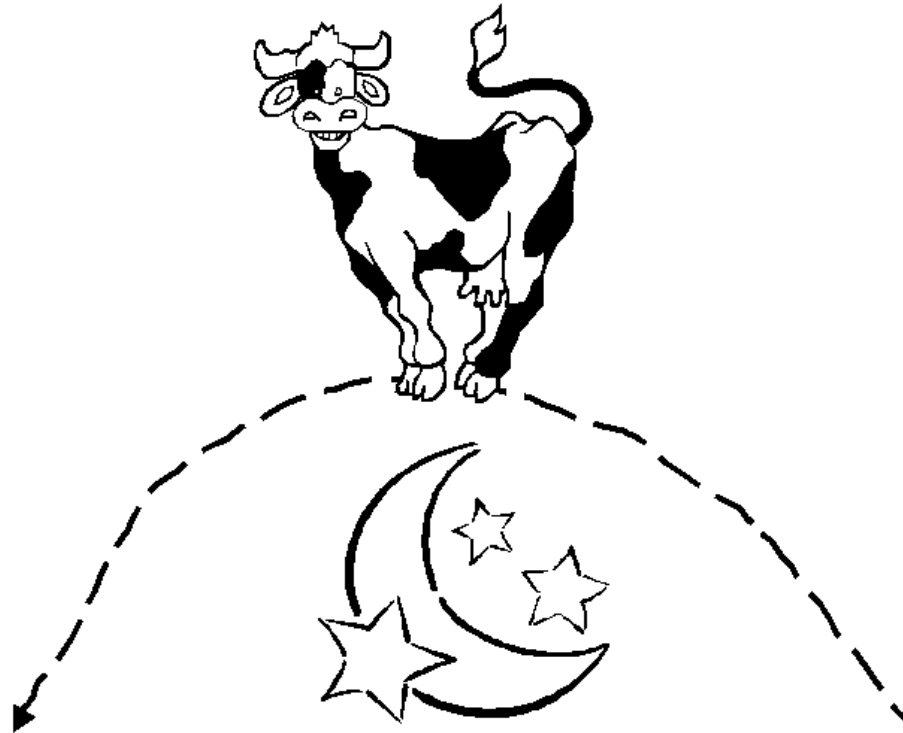
Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Hey Diddle Diddle

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon.



The little dog laughed
To see such sport,
And the dish ran away with the spoon.



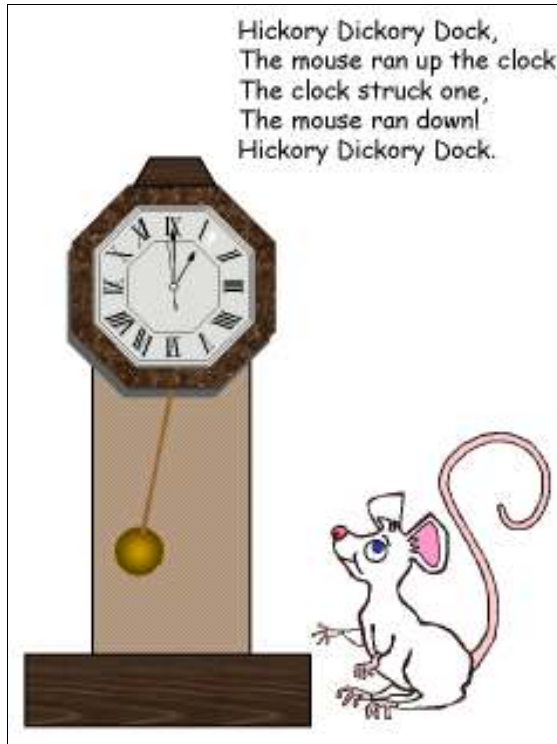
Incy Wincy Spider

Incy Wincy spider, climbed up the
water spout.
Down came the rain and washed the
spider out.
Out came the sun and dried up all the
rain,
So Incy Wincy spider went up the
spout again.



Hickory Dickory Dock

Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory Dickory Dock.



Early Learning Goals

Curriculum guidance for the foundation stage



The early years is the most exciting and challenging phase of learning and development, we endeavour to provide an environment which offers the highest quality provision with stimulating opportunities and activities. Our early years curriculum is based on an understanding of the development of young children and insights into how they learn, whilst our planning takes into account the need for young children to be active learners, developing an awareness of the world through first hand experiences.

The role of the adult is also vital to support, we extend and interact with each child to allow them to access the learning environment and achieve to their full potential.

The Early Learning Goals develop the six areas of learning from the Curriculum Guidance for the Foundation Stage (QCA 2000), and provide an overview of the knowledge, skills, understanding and attitudes a child should encounter from the age of three to the end of the reception year.

Each area of learning is divided into the following sections:

Personal, Social & Emotional Development:

Successful personal, social and emotional development is crucial for young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that we provide the appropriate experiences and support to enable children to develop a positive sense of themselves.

- Human, social and moral development (behaviour and self control, sense of community).
- Relationships (making relationships)

- Emotional development, confidence and independence (self confidence and self esteem, self care)

Communication, Language and Literacy:

Communication, language and literacy underpins all learning. At the Foundation Stage, we feel that children need to have access to a wide range of opportunities to develop speaking, listening, reading and writing skills.

- Speaking and listening (Language for communication and thinking)
- Reading (reading, linking sounds and letters)
- Writing (writing and handwriting)

Mathematical Development:

Mathematical development includes counting, sorting, matching, identifying patterns, making connections and recognising relationships. Mathematics focuses on working with numbers, shapes, space and measures. Mathematical understanding is developed by using a wide variety of practical activities.

- Number (numbers as labels and for counting, calculating)
- Space, shapes and measures

Knowledge and Understanding of the World:

This area of learning focuses on developing the knowledge, skills, and understanding that help children make sense of the world. It forms the foundation for science, design and technology, geography, history and information and communication technology learning.

- Scientific development (exploration and investigation)
- Historical development (a sense of time)
- Geographical development (a sense of place)
- Technological development (designing and making)
- Information and communication technology (ICT)
- Spiritual, moral and religious development

Physical Development:

Physical Development is about developing and improving the skills of coordination, control, manipulation and movement. It also has other important aspects; it helps children gain confidence in their physical abilities, enables them to feel the positive benefits of being healthier and active and can help them develop a positive sense of well-being.

- Apparatus (movement)
- Keeping healthy (health and bodily awareness)
- Spatial awareness (sense of space)
- Motor control (using equipment, using tools and materials)
- Movement

Creative Development:

Creativity expands and enhances learning for all young children. Creative skills and abilities enable children to make connections and extend their understanding across the curriculum. Creative development encourages a wide variety of experiences, and children's responses to them through words, music, dance, paint, poetry and imaginative play.

- Art (exploring media and materials)
- Music, movement and dance (music, responding to experiences, and expressing and communicating ideas)
- Imaginative development and role play (imagination)