

Supporting your Child's Transition into Year 1...

A Guide for Parents

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

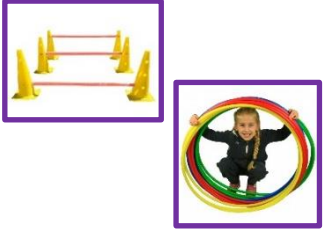

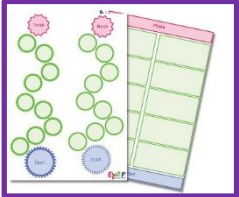
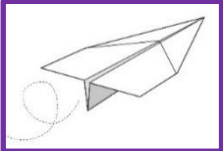
It identifies the different aspects of Personal, Social and Emotional development within the Early Years Curriculum. Through planned activities, some incorporated within your daily routine, you can support your child to be ready for the return to school.

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

Self Confidence and Self Awareness

Learning Intentions:






- Confident to try new activities
- Confident to speak in a familiar group, talking about their ideas and will choose resources they need
- Links to Making Relationships**
- Plays co-operatively, taking turns
- Takes account of one another's' ideas about how to organise an activity

Linked learning opportunities	Activities to support development	What you will need?
<p>Communication & Language:</p> <ul style="list-style-type: none"> ▪ Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future ▪ Beginning of Y1: Begin to use a range of vocabulary to add information <p>Physical Development:</p> <ul style="list-style-type: none"> ▪ Show good control and coordination in large and small movements ▪ Uses a pencil to form recognisable letters, most of which are correctly formed ▪ Beginning of Y1: Begin to write on lines and control letter size <p>Literacy:</p> <ul style="list-style-type: none"> ▪ Write simple sentences which can be read by themselves and others <p>Mathematics:</p> <ul style="list-style-type: none"> ▪ Count reliably with numbers from 1 to 20 ▪ Beginning of Y1: Begin to read and write numbers from 1 to 20 in digits and words ▪ Use everyday language to talk about time / distance ▪ Beginning of Y1: Measure time / distance 	<p>Build an obstacle course ...</p> <ul style="list-style-type: none"> - Set the challenge of only using 5 pieces of equipment - Take turns to set up different parts of the course and explain what action is needed - Set each other a further challenge, to remove a piece of equipment and replace with something more difficult, explaining choice <p>Extension: □ Write a simple set of instructions together of how to complete their course □ Record the time taken to complete the course and make comparisons</p>	<p>Garden toys – cones, balls, skipping ropes, hoops, racquets, stopwatch, paper, pencils</p> 
	<p>Build a den / model ...</p> <ul style="list-style-type: none"> - Agree what to build - Agree what resources to use - Share and try different ideas - Discuss and agree favourite ideas <p>Extension: □ Write a sign welcoming visitor to den / view model □ Write a caption to explain what the model is □ Write a set of instructions for someone else to use to make the same den/model</p>	<p>Large pieces of material or bed sheet, pegs, post-its</p> 
	<p>Our board game ...</p> <p><i>This activity can start by playing favourite board game</i></p> <ul style="list-style-type: none"> - Provide a blank game board frame or use an existing game board - Decide what type of game it is going to be. Is it going to be based on numbers, phonics, reading ...? - Agree the theme of the game - the characters / setting - Agree the rules - Try, test and adapt <p>Extension: Write a simple set of instructions together of how to play their game</p>	<p>Blank game board or existing game board, dice, characters (small figures) or counters, paper</p> 
	<p>Aeroplane challenge ...</p> <p><i>This activity can start by looking at different aeroplanes on the internet and in books</i></p> <ul style="list-style-type: none"> - Set the challenge of working together to design and make a paper aeroplane - Together talk through and share ideas - Test different designs to see which will travel the furthest <p>Extension: □ Fly aeroplanes and measure distance using footsteps / time</p>	<p>Paper</p> 

Self Confidence and Self Awareness

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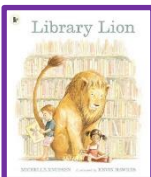
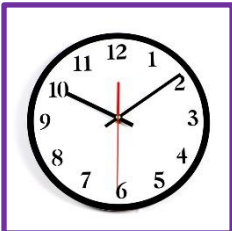
- Confident to try new activities
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<p>Communication & Language:</p> <ul style="list-style-type: none"> Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future Beginning of Y1: Begin to use a range of vocabulary to add information <p>Physical Development:</p> <ul style="list-style-type: none"> Show good control and coordination in large and small movements Use a pencil to form recognisable letters, most of which are correctly formed Beginning of Y1: Begin to write on lines and control letter size 	<p>Playdough factory ...</p> <ul style="list-style-type: none"> Provide a list of instructions (pictures and words) to make own non—cook playdough Discuss how to organise the activity – (i) where? (ii) with who? (iii) when? <p>Extension: □Talk about and write a list of things that can be made with the playdough □ Organise a Playdough Competition – making a model in a given set of time. Vote for favourite model.</p>	 <p>theimaginationtree.com/best-ever-no-cook-play-dough-recipe/</p>
<p>Literacy:</p> <ul style="list-style-type: none"> Can read and understand simple sentences Write simple sentences which can be read by themselves and others 	<p>Creative cookery ...</p> <p>Together agree what to make for snack. Start by looking at cookery books / sharing favourite foods / online research</p> <ul style="list-style-type: none"> Decide what to make e.g. <ul style="list-style-type: none"> Pizza: Create different toppings, some favourites and some new Fruit kebabs: Try different fruit Write a shopping list Decide who is going to do what Take turns taking photographs of each part of the process <p>Extension: □ Make own recipe card using photographs and adding instructions □ Make snack invitations</p>	  <p>www.bbcgoodfood.com/recipes/collection/kids-cooking</p>
<p>Mathematics:</p> <ul style="list-style-type: none"> Use everyday language to talk about distance, size and height Beginning of Y1: Measure distance and height using non-standard units. 	<p>Gardening challenge ...</p> <ul style="list-style-type: none"> Provide a range of seed packets Together make a list of gardening equipment that is needed to plant the seeds Make a weekly calendar identifying jobs to keep the seeds alive Keep a seed diary <p>Extension: Record the growth of the seeds</p> <p>Nature art ...</p> <ul style="list-style-type: none"> Provide child with a container to collect items on a scavenger hunt - <i>twigs, leaves, stones, pine cones, fallen petals etc.</i> Share ideas on what to make with the natural objects. Encourage turn taking. Create using materials on piece of paper / inside an empty frame. Talk through creation and why certain resources were used 	<p>Seeds, soil, watering can, pot or seed tray, paper and pencils</p>  

Managing Feelings and Behaviour

Learning Intentions:



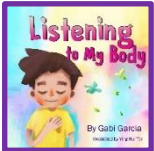


- Know that some behaviour is unacceptable
- Understand and follow rules
- Adjust behaviour to different situations

Linked learning opportunities	Activities to support development	What you will need?
<p>Communication & Language:</p> <ul style="list-style-type: none"> They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future Beginning of Y1: Begin to use a range of vocabulary to add information. <p>Physical Development:</p> <ul style="list-style-type: none"> Use a pencil to form recognisable letters, most of which are correctly formed Beginning of Y1: Begin to write on lines and control letter size. <p>Literacy:</p> <ul style="list-style-type: none"> Can read and understand simple sentences Beginning of Y1: Begin to describe the main events in simple stories they have read Write simple sentences which can be read by themselves and others <p>Mathematics:</p> <ul style="list-style-type: none"> Use everyday language to talk about distance / time Beginning of Y1: Begin to measure time / distance 	<p>I can keep myself safe ...</p> <p>Before events talk through how to keep safe e.g.</p> <ul style="list-style-type: none"> - Walking to school / the dog - Riding bike / scooter (including use of helmet) - Preparing / cooking snack <p>Extension: □ Create a keep safe poster</p> <hr/> <p>Oh no ...</p> <p>Use stories 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"> - The Station Mouse by Meg McLaren - What if Everybody did that? by Ellen Javernick - The Rainbow Fish by Marcus Pfister <p>Extension: □ Create own story where the main character makes the right choice</p> <hr/> <p>What do I need to do ...?</p> <p>Use experiences outside of the home to discuss and model how behaviour needs to be adapted according to the situation, for example</p> <ul style="list-style-type: none"> - Visiting the library Read the story: Library Lion by Michelle Knudsen - Visiting the doctors or dentist - Visiting the cinema - Going to visit a friend for a play date <p>Virtual tours online can develop understanding</p> <p>Extension: □ Create own rules poster □ Write event in diary □ Make a map of journey</p> <hr/> <p>My day ...</p> <p>Together agree a routine e.g.</p> <ul style="list-style-type: none"> - Bedtime routine - Time to go to bed - Time to get up - Home learning routine <p>Extension: □ Create own daily schedule with times and expectations</p>	  <p>Selection of picture books (local libraries have a great range), video clips</p>  

Making Relationships

Learning Intentions:

□ Shows sensitivity to others' needs and feelings **Links to Managing Feelings and Behaviour** □ Talks about how they and others show feelings

Linked learning opportunities	Activities to support development	What you will need?
<p>Communication & Language:</p> <ul style="list-style-type: none"> They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future Beginning of Y1: Begin to use a range of vocabulary to add information. <p>Physical Development:</p> <ul style="list-style-type: none"> Handle tools effectively, including pencils for writing/drawing Use a pencil to form recognisable letters, most of which are correctly formed Beginning of Y1: Begin to write on lines and control letter size. <p>Literacy:</p> <ul style="list-style-type: none"> Can read and understand simple sentences Beginning of Y1: Begin to describe the main events in simple stories they have read Write simple sentences which can be read by themselves and others 	<p>Story time ...</p> <p>Use different picture books to explore feelings of characters and own</p> <ul style="list-style-type: none"> The Feeling Flower by Lean Dakroub <i>Acknowledges how our feelings can change throughout the day</i> Perfectly Norman by Tom Percival <i>Being different, sad ...</i> <p>Extension: □ Together use puppets to act out story / explore own feelings □ Draw character / own feelings □ Write a diary of feelings</p>	<p>Selection of picture books (local libraries have a great range), soft toys, puppets, small figures/characters, arts and craft resources</p> 
	<p>Films ...</p> <p>Watch a film together e.g. Inside Out</p> <ul style="list-style-type: none"> Discuss the different emotions of the characters Begin to link character emotions to own <p>Extension: □ Together use puppets to act out story / explore own feelings □ Draw characters and write a description □ Write a list of 'happiness' events/experiences</p>	
	<p>Mindfulness Activities ...</p> <ul style="list-style-type: none"> Explore different mindfulness activities that will raise your child's awareness of their own thoughts and feelings, such as <i>breathing techniques, yoga, blowing bubbles, art work or colouring</i> <i>Listening to my Body</i> by Gabi Garcia <i>(An introductory book to Mindfulness for children)</i> 	<p>A range of resources can be accessed online</p> 
	<p>Wheel of Choice ...</p> <ul style="list-style-type: none"> Discuss that conflict and disagreements can occur and how a wheel of choice can help think of a solution Model to your child how the wheel can be used Reward good choices <p><i>As the child becomes more familiar with the solutions, they may no longer need the visual of the wheel to support them.</i></p>	
<p>Problem-solving sticks ...</p> <ul style="list-style-type: none"> Introduce child to jar with lollypop sticks As solutions are agreed to solve conflict / disagreements write them on a stick and put it back in the jar Support your child to use the sticks independently 		

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

ELG 6: Self Confidence & Self Awareness

Children are confident to try new activities, and to 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.

ELG 7: 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 rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 8: 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.