



Getting Ready for School

June 2025



Helping your child at home

There are many activities that you and your child can share at home, which can help prepare them for school and support their learning. Please consider the activities suggested on the following pages. Remember above all else, talking and playing with your child is very important.

It's good to talk!

In the house

- Talk about what you're doing – cleaning, dusting, polishing
- Talk about and name the tools that your using – vacuum cleaner, washing machine, polish, etc.
- Show your child how they can help.
- Allow your child to watch suitable programmes on television, cbbc and cbeebies channels offer a good range of useful and exciting programmes.
- If you have access to the internet then support your child to access websites such as <https://www.bbc.co.uk/cbeebies>

In the garden

- Let your child help with the gardening
- Grow plants together in pots, use seeds from fruit
- Talk about flowers, trees, birds and other animals and insects
- Talk about the changes in the weather and the seasons

Discuss things outside the home

- At the shops, try to go to a range of different shops just to take a look – opticians, furniture shops, bank, bakery, butchers, estate agents, travel agents, post office, etc
- On the bus, try to spot cars of a particular colour, doors of a particular colour, houses with/without front gardens, big houses, small houses, bungalows, flats, etc
- At the park – use a range of verbs when playing, e.g. push, pull, spin, rock, kick, slide, roll. etc
- Talk about litter problems and why we need to keep the environment clean and tidy.
- Encourage children to be respectful of others and value differences in people, e.g. disability, race and cultural differences.

Construction and Creativity

- Encourage and join in with play using:
- Lego
- Wooden building blocks
- Cardboard boxes, empty drinks bottles, cardboard rolls, bottle tops, etc, to make models. Developing the skill and safe use of scissors, glue and tape.
- Provide your child with paint and pictures to paint or colour as well as plain paper for free choice.
- Ensure they have access to simple tools such as crayons, pencils and pens.

Mathematics

- Finding and talking about shapes in the home e.g. how many rectangles are in the living room?
- Recognising coins and naming them correctly (make rubbings, sorting coins, draw around, play pretend shop, etc) Counting pennies
- Number spotting – on doors, leaflets, T.V adverts, packaging, clothes labels, etc.
- Singing number rhymes e.g. 1,2,3,4,5, once I caught a fish alive.
- Counting in order to 10 and back
- Counting household objects/sorting/comparing size, shape and colour
- Talk about the differences and similarities of shape, e.g. that a book has 4 corners, like the table, they both have long and short sides like a rectangle
- Practical calculation and the language of number can be explored by using simple jobs such as sorting clothes, pairing socks, serving dinner e.g. you can have 2 spoonful's, I will have one more, so I've got 3 spoonful's and setting the table – how many forks do we need? Big spoon, little spoon
- Use fruit and vegetables to talk about and compare: size, shape, and pattern.
- Talk about which is taller/shorter/ heavier/lighter?
- Spotting patterns, making patterns
- Recite days of the week, months of the year

Reading

- Take your child to the local library to share and choose books together
- Choose information books as well as story books to help extend their knowledge and interests
- Read often to your child to help develop their story language and understanding
- Share the front cover and predict what is going to happen or what the book is about
- Let your child retell stories back to you in their own words, using the pictures to help them
- Show them how to hold a book, let them turn the pages for you
- Look at the pictures and ask them questions using: who, what, why, where and how many?

Mark making / Writing

- If we want children to enjoy and choose to write, then we should encourage them to experiment with making marks and praise them for trying
- Provide them with different tools for mark making, e.g. crayons, paint, felt tips, pens and pencils. Outside this could be extended by using water and big paint brushes, wet soil/sand and sticks and chalk
- Dry ingredients such as flour and rice and small objects like buttons and beads can be placed into a tray for your child to practise different marks and forming letters
- Celebrate all their attempts at writing, for some children picking up a pencil and having a go at making marks is a massive step
- Encourage your child to talk about the marks that they have made, by asking questions or comments such as: I like the shape of those marks, that mark looks like the c in your name.... You've had a good go at writing today, What have you written? What does that say?
- Practice writing letters of the alphabet using the handwriting sheet provided
- Ensure correct use of lower case letters to write words, and capital letters when writing their or others names
- Ensure you practice and support them to use the letter formation used at school, see practice sheet

- Practice writing their name and simple words such as mum, dad, cat, dog, Nan.
Practice writing their numbers

Understanding the World

- Explore their senses – talk about sounds they can hear, what they can see, smell, taste and touch
- Materials – use words to describe e.g. smooth, shiny, rough, prickly, thick, thin, etc
- Things that grow:- plants, themselves, animals
- How they have grown
- How things move – pushing, pulling
- Keeping healthy
- Keeping safe – green cross code, stranger danger

Key Vocabulary

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

In Reception children will be learning new vocabulary and using the new vocabulary throughout the day. Teachers will support this by:

- Identifying new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.
- Bringing in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.

- Discussing which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. Having fun saying the word in an exaggerated manner.
- Using picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”
- Modelling the words and phrases relevant to the area being taught, deliberately and systematically: “I’m thrilled that everyone’s on time today”, “I can see that you’re delighted with your new trainers”, “Stop shrieking, you’re hurting my ears!”, “What a downpour – I’ve never seen so much rain!”, “It looks as if the sun has caused the puddles to evaporate”, “Have you ever heard such a booming voice?”
- Using the vocabulary repeatedly through the week.

You can support your child at home by using the following vocabulary in conversation with them to support them in learning the new key vocabulary.

You can support your child at home by using the following vocabulary in conversation with them.

Maths

- Digit
- Count
- Flat
- Solid
- Draw
- Zero
- One
- Two
- Three

- Four
- Five
- Number
- More
- Less
- Pattern
- Shape
- Curved
- Straight

- Round
- Hollow
- Solid
- Size
- Money
- Coin
- Penny

Geography

- Town
- Village
- Road
- Path
- House
- Flat
- Temple
- Synagogue
- Busy

- Quiet
- Pollution

History

- Yesterday
- Last week
- At the weekend
- This morning
- Last night
- How
- Why

- I wonder
- I can see
- Different
- Similar
- Change
- What happened
- because

Religious Education

- Celebration
- Special
- Family
- Religion
- Trust
- Brave

- Strong
- Weak
- Care
- Sorry
- Unique
- Bells

- Spire
- Steeple
- Mosque
- Church
- Respect

Science

- Test
- Fair
- Why
- Senses
- World
- Plants
- Leaf
- Stem
- Root
- Flower

- Animals
- Humans
- Materials – waterproof
- Natural
- Change
- Growth
- Decay
- Environment
- Heavy
- Light

- Float
- Sink
- Stretch
- Snap
- Magnetic
- Baby
- Toddler
- Child
- Teenager
- Adult

- Egg
- Caterpillar
- Chrysalis
- Bark
- Stick
- Branch
- Seasons
- Melt
- Liquid
- Solid

Computing

- Internet
- Website
- Ipad
- Keyboard
- Track pad
- Mouse
- Images
- Paint
- Technology
- Share

- Collect
- Set
- Sound
- Communicate
- Videos
- Photos
- Programme

Art

- Texture
- Shape
- 2D
- Observation
- Imagination
- Scale
- Size
- Fine motor skills

- Experiment
- Plasticine
- Model
- Observation
- Imagination
- Demonstrate
- Modelling
- Media

- textural effects
- techniques

Design Technology

- Cutting
- Measure
- Folding
- Joining
- Gluing
- Tearing
- Decorate
- Printing
- Techniques

- Tools
- Strong
- Shape
- Materials
- Textiles
- Wheels
- Equipment
- Improve
- Cutting

Physical Education

- Follow
- Lead
- Copy
- Gallop
- Slither
- Crawl
- Kick
- Catch
- Space

- Throw
- Push
- Pat
- Walk
- Run
- Hop
- Slide
- Squat
- Direction

- Climb
- Land
- Stand
- Jump
- Balance
- Race
- Chase
- Speed