



**Let's get ready for Reception**





## **Expectations for Starting School**

We are looking forward to welcoming your child to Dorchester Primary School, and if you are one of our new families, an extra big welcome to you as parents and carers too.

We know that children thrive at school when parents work in partnership with the school, and we want your child to feel happy, confident and ready as they make the transition into school. Children who have a positive start in the first few years of school are more likely to attain highly throughout their whole school career – this is such an important time in their development.

To support you in helping us to jointly give your child the best possible start we have prepared this pack for you to work through with them in the weeks leading up to them starting school. It would be great if you could spend a few minutes each day practising the key skills outlined in the book, building them into your daily routine so that your child knows that learning is fun.

Please could you also complete the 'I'm a Star' sheet to let us know when your child has been able to carry out the different activities independently at home, as this will help us to support and encourage them in school.

With many thanks for your support.

Kind regards

Annabel Glover  
Early Years Foundation Stage Leader

If you have any questions, please email me using the email address below:

[aglover13@suttonmail.org](mailto:aglover13@suttonmail.org)

## I'm a Star – Look what I can do!



### Child's Name:

Please add a date to the stars if your child can do these things independently, and return to their Reception Class teacher in September.

I can put on my  
coat  
independently.

Date:

I can dress  
myself on my  
own.

Date:

I can count  
to.....

Date:

I can recognise  
and write my  
name.

Date:

I can use the  
toilet  
independently.

Date:

I can talk about  
my family.

Date:



I can talk about  
the places I have  
visited.

Date:

I can recognise  
these  
shapes.....

Date:

I can listen to a  
story and talk  
about what  
happened.

Date:

I can take turns  
in a game.

Date:

I can eat at a  
table using a  
knife and fork.

Date:

I can hold and  
make controlled  
snips in paper  
using scissors.

Date:

### Communication and language

- Take time to really listen to your child talking about things they've done and answer their questions.
- Encourage your child to sing/say songs and rhymes and tell you their own stories.
- Identify together and ask your child about words that rhyme: e.g. house and mouse.
- Rhyming activities play such an important part in children's literacy development. Experts in literacy and child development have discovered that, if a child knows eight nursery rhymes by heart by the time they are four, they are usually among the best readers and spellers in their class by the time they are in Year 3. We have included some early rhyme and alliteration games in this pack.
- To increase vocabulary and identify sounds: play classic word games such as 'I Spy' or 'Hangman'.

### Literacy

- Allow your child to select texts for themselves: ones that interest them. Picture books with repetitive and effortless language such as those by Julia Donaldson are great, but don't exclude sibling's books or comics!
- Encourage your child to 'read' what is happening in the pictures. Prompt them to say what might happen next, or a sentence about what's happening in the absence of any text.
- Make shapes of letters out of play dough or leaves; write them in sand, or in the air using their nose and elbows!
- Practice writing their name when signing cards and using letters of the alphabet. Why not make a shopping list?

### Expressive arts and design

- Listen to varied music genres, sing songs and rhymes.
- Engage in imaginative role play e.g shops, hospital
- Dance to songs and make up actions to complement; e.g. I am the Music Man, or Yellow Submarine.
- Explore different media: paint, pencils, crayons.
- Use scissors and glue; encourage cutting and sticking.
- Encourage your child to be flexible in their thinking and use of different materials and praising them for their efforts or ideas as well as the end product. How many different ways can you use an egg box?

## "What can I do to help?" Home learning opportunities...

### Personal, social and emotional development

- Ensure that your child is able to go to the toilet independently and wash their hands.
- Ensure your child can independently put their shoes and coat on, and take them off again.
- Encourage your child to say 'please' and 'thank you'.
- Encourage your child to talk about their feelings.
- Allow them to choose some toys themselves and reflect on opinions about these toys; e.g. this is my favourite doll/car because...
- Playing games which encourage sharing and turn taking will help your child to build their social skills.
- Try to support your child in making their own decisions and work out the risk of a new activity.

### Understanding the world

- Talk to your child about special times: birthdays, baptism, weddings, and other key events in their lives and the lives of others they know.
- Encourage them to explore their surroundings; particularly in the great outdoors.
- Allow them to use simple tools, such as a small hand trowel, and let them join in with everyday activities - washing up, cooking, shopping, or helping in the garden.
- Allow your child to observe animals and describe them.
- Encourage them to feel different textured objects and describe: rough, smooth, soft etc.

### Physical development

- Encourage your child to handle small and large equipment - building, drawing, threading beads, or filling and emptying containers in the water.
- Explain how, and allow your child, to use scissors, hole-punchers and staplers.
- Play games such as 'Follow the Leader' and 'Simon Says' changing actions to develop motor skills and coordination.
- Allow your child to run, hop, skip, jump and find different ways of travelling.
- Allow your child to climb, swing, and explore how to calculate risk (supervised)
- Play ball games with friends or siblings.
- Discuss changes to their bodies after exercise; heart beating faster, feeling hot etc.

### Mathematics

- Always try to apply mathematics to **real life**; shapes, money, quantity of objects etc.
- Play and count groups of objects in pictures and stories; pose questions such as "How many is it altogether?" "What if there was one more...?"
- Count out loud with your child saying the names of numbers clearly (e.g. when doing up buttons or laying out cutlery for dinner)
- Highlight 'environmental' numbers to your child (in and out the house - door numbers, tickets, ingredients, mobile phones, remote controls).
- Sing songs or rhymes with numbers in them; 10 in the Bed, 5 Little Ducks, 10 Fat sausages etc.
- Read stories with numbers in them, e.g. The Very Hungry Caterpillar.
- Model counting using your fingers (left to right).
- Encourage children to identify shapes around them and solve problems; go on a square hunt, work out what shape makes a good roof, etc.

## Writing patterns



### Incy Wincy Spider

Incy wincy spider climbed up the waterspout.  
Down came the rain  
and washed the spider out.  
Out came the sun  
and dried up all the rain  
and the itsy-bitsy spider climbed up the spout again.



### One, two, three, four, five

One, two, three, four, five,  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let him go again.  
Why did you let him go?  
Because he bit my finger so,  
Which finger did he bite?  
This little finger on my right.



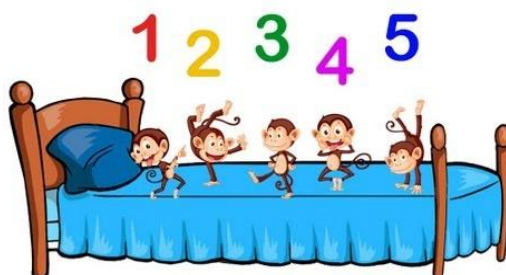
### I'm a Little Teapot

I'm a little teapot  
Short and stout  
Here's my handle  
Here's my spout  
When I see the tea cups  
Hear me shout  
Tip me up and pour me out



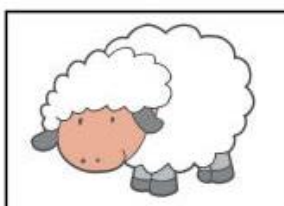
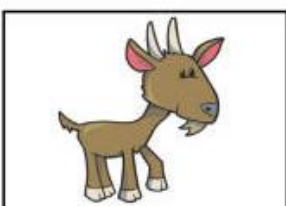
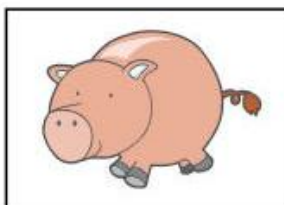
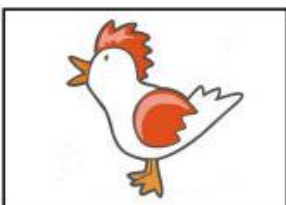
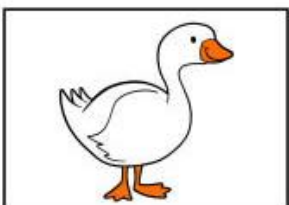
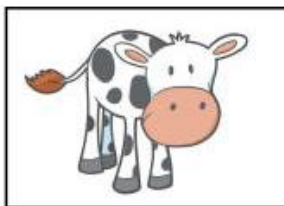
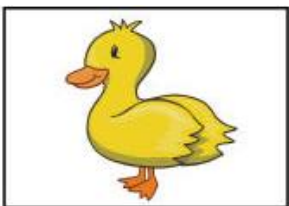
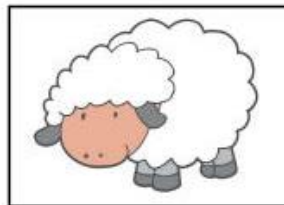
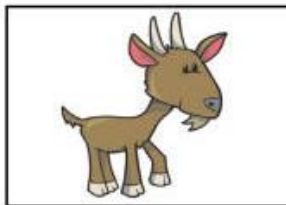
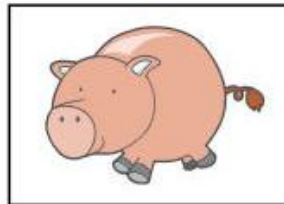
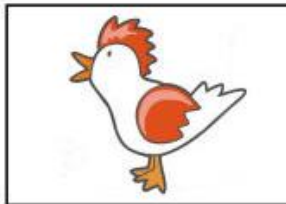
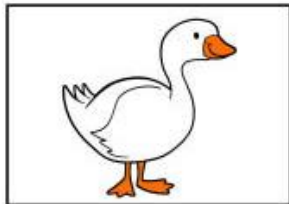
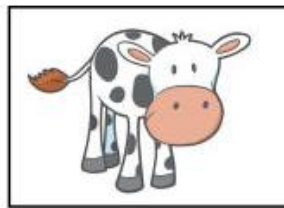
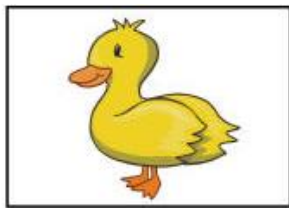
### 5 Little Monkeys

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

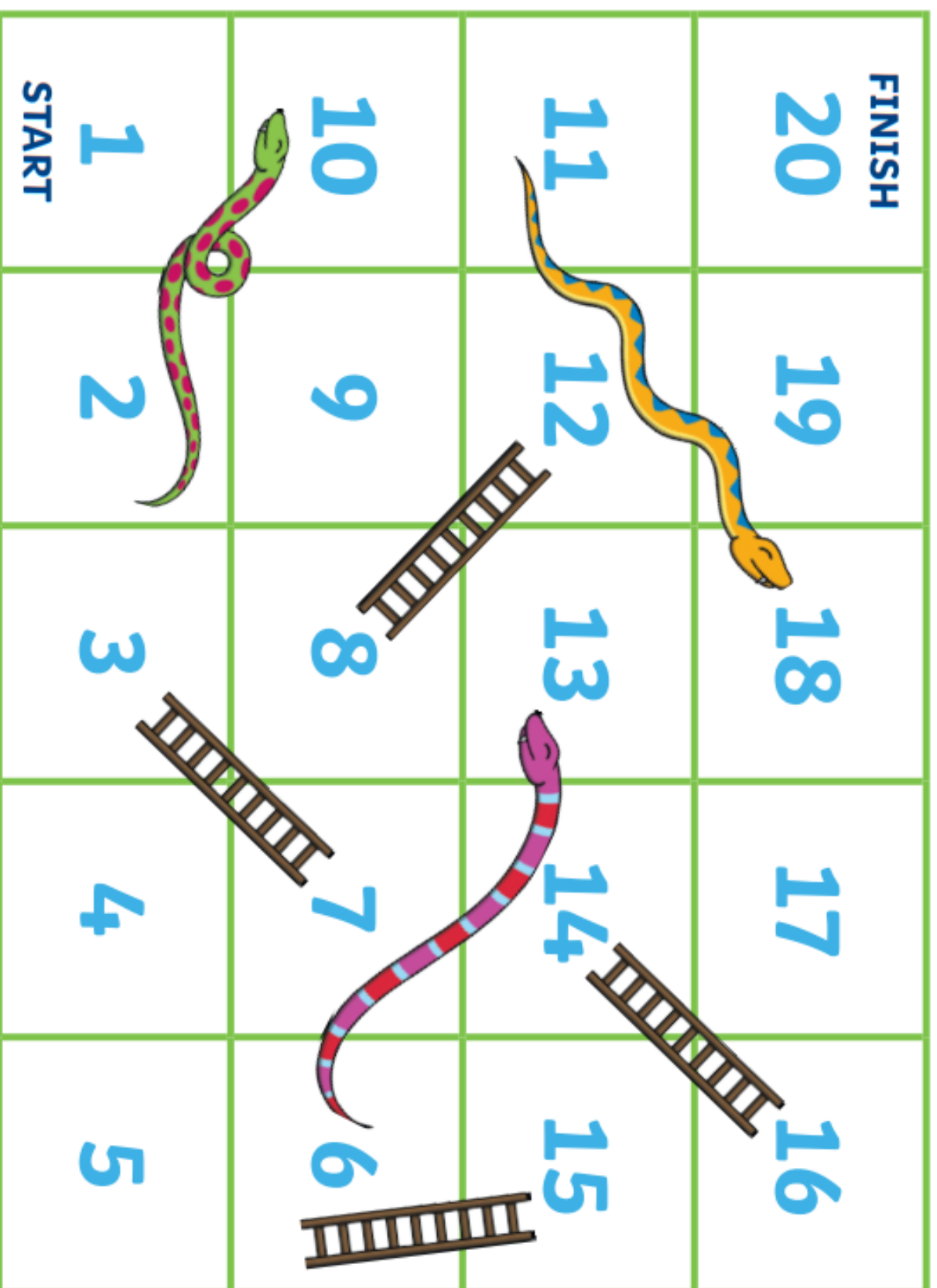


## Memory/Matching Game.

Cut out the pictures below. Place them face down in rows and columns. Turn over two pictures – if they match you keep the pair. If they don't match, turn them back over and have another go. The person with most pairs at the end is the winner.



# Snakes and Ladders

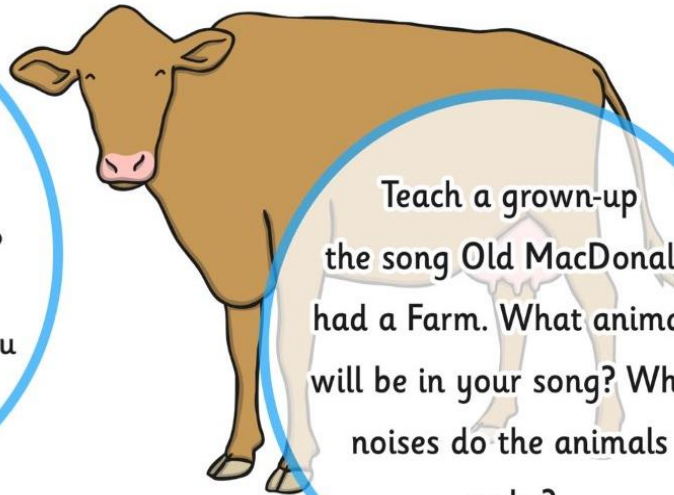


# Voice Sounds

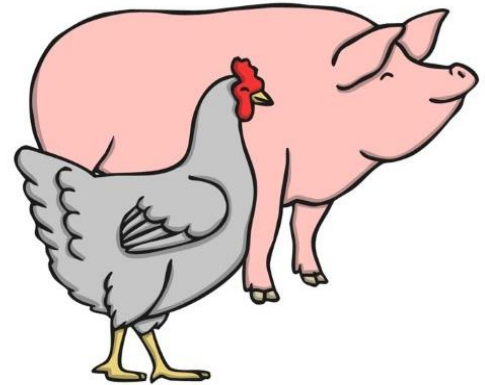
## Home Learning Challenge

Use  
your voice to create  
some sound effects. Can  
you make a sound like a  
ticking clock or a doorbell?  
Listen to sounds you hear  
around your home – can you  
make a sound just like  
them?

Teach a grown-up  
the song Old MacDonald  
had a Farm. What animals  
will be in your song? What  
noises do the animals  
make?



Play  
an animal themed  
guessing game. Make some  
sound effects for different  
animal noises and encourage  
someone to guess what animal  
sound you were making. You could  
'meow' like a cat, 'woof' like a  
dog or 'hissss' like a snake.  
What other animal sounds  
can you make?



Try  
making some  
different voice sounds to  
show different feelings and  
emotions e.g. 'oh!' when  
surprised, 'mmm' when  
eating something yummy  
and 'sshh' when trying to  
be quiet!



# General Sound Discrimination – Body Percussion EYFS Home Learning Challenge



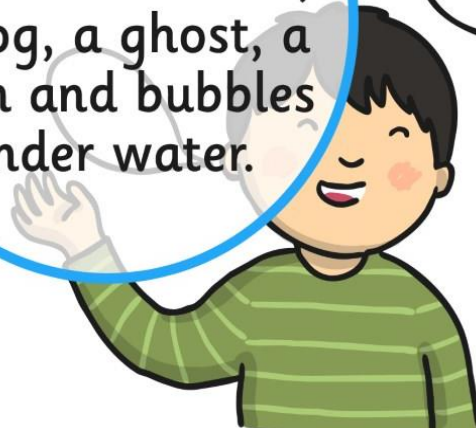
Play 'Follow the Leader' with your family. One person chooses some body percussion (for example, patting their knees, clapping their hands or clicking their fingers), the rest of the family have to copy them. Take turns to be the leader.



Listen to some music at home with your family. Can you all clap along to the beat?



Teach everyone at home the "Pat-a-cake, pat-a-cake, baker's man" rhyme and show them how to clap their hands together to the beat.



Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.

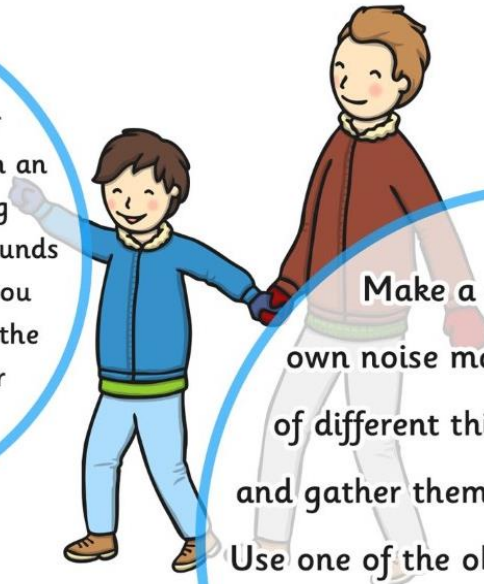
## General Sound Discrimination Environmental Sounds

# Home Learning Challenge

Go

on a Listening Walk!

You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



Make a collection of your own noise makers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.



Play

the game 'I Hear with

My Little Ear'!

Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals, like a cat or dog.



Talk

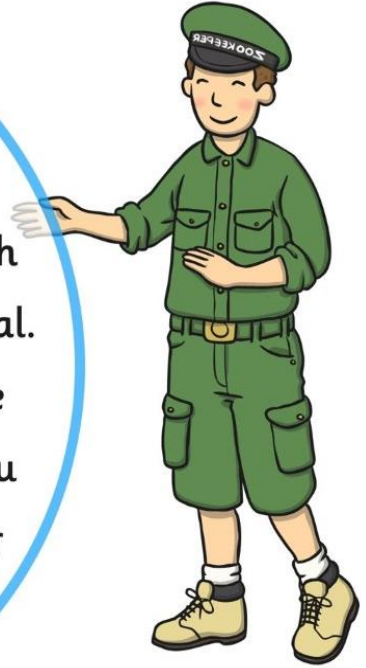
about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like – for example, birds singing, the sea or a doorbell.

# Alliteration

## Home Learning Challenge

Zoe

the Zookeeper wanted  
to name some of her animals.  
She wants the names to start with  
the same letter sound as the animal.  
So far she has thought of **Charlie**  
**Chimp** and **Tommy Tiger**. Can you  
help her think of some names for  
her **Lion**, **Snake** and  
**Panda**?



Charlotte the Chef  
is making some silly  
sound soups! Each soup needs  
3 ingredients that start with the  
same letter sound. She has  
already made the 't' sound soup  
with toffees, tomatoes and  
toast! Can you think of 3  
foods to put in the 'c'  
sound soup?



Go  
on a letter sound  
hunt! Look around at  
home or in an outside area  
and find things beginning with  
the same letter sound. Can you  
find 3 things beginning with  
't'? What other letters  
can you choose?



# Maths: Counting Objects to 10

## Home Learning Challenge



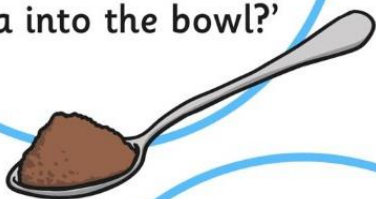
Encourage your child to help you when out shopping by counting and collecting objects to put into the basket e.g. 'Can you get 2 apples?'



When playing with building bricks or small toys, encourage your child to count how many of each colour or size.



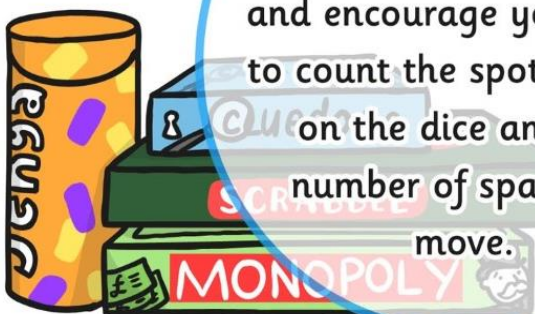
Support your child to help make simple recipes by counting amounts e.g. 'Can you put 2 spoons of cocoa into the bowl?'



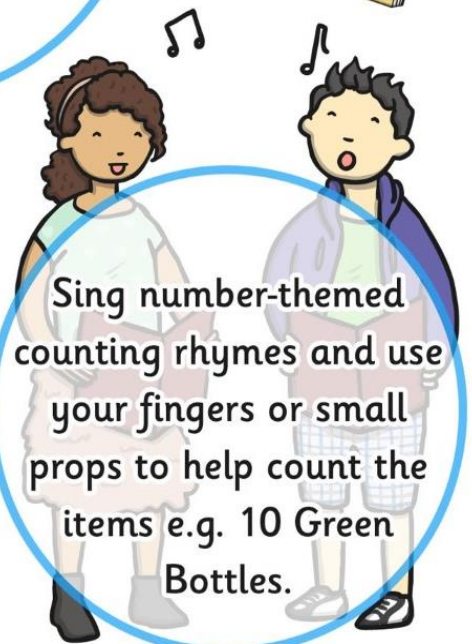
Read number-themed books and count sets of pictures e.g. Goldilocks and the Three Bears – count the bears, bowls, and beds.



Play simple board games and encourage your child to count the spots shown on the dice and the number of spaces to move.



Sing number-themed counting rhymes and use your fingers or small props to help count the items e.g. 10 Green Bottles.



Please find below a list of useful websites that you may wish to share with your child:

## Little Wandle Phonics

This is the scheme we use to teach phonics at Dorchester Primary School. On this website you will find information about how we teach phonics and how each phoneme is pronounced. There are also some Nursery Rhymes for children to learn.



### Phase 2 sounds taught in Reception Autumn 1

[For parents | Letters and Sounds](#)

## Phase. 1 – Phonics Play



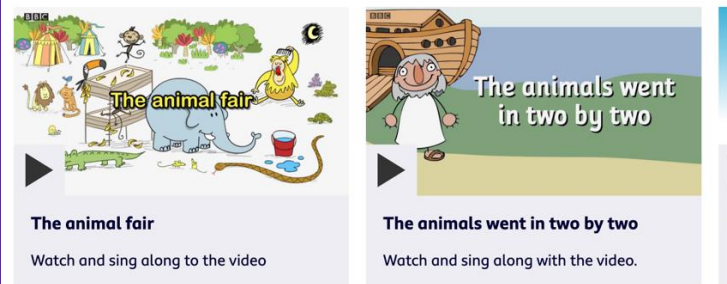
<http://www.phonicsplay.co.uk/Phase1Menu.htm>

## BBC Nursery Rhymes

# Nursery Rhymes and Songs

BBC Teach > School Radio > EYFS > Nursery Rhymes and Songs

100+ videos of traditional Nursery Rhymes with lyrics arranged alphabetically: The animal fair...to Humpty Dumpty...to Wind the bobbin up! All videos include the words on screen and a lyric sheet to print out.



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx>

## Teddy Numbers- To help with number recognition



<http://www.topmarks.co.uk/learning-to-count/teddy-numbers>

## The Gingerbread Man Game- To help with counting, matching and ordering numbers



<http://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>