



Sherborne Primary

**Some helpful information for Parents of  
children starting in the Foundation Stage  
September 2018**

Dear Parents,

This booklet has been designed to give you some helpful information which will assist your child to be ready for school and to begin their next phase in the Foundation Stage of learning.

In order to support and enhance the progress your child will make in school the following are some helpful hints you can be working on with your child during the summer months.

Doing this will make their school journey an exciting one where they can achieve their best.

## 30-50 Months; How can I help my child ?

### Mathematics

#### Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

#### Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model.
- Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres".

### Understanding the World

#### People and communities

- Take me out to different places where we live, like the fire station or the library.

#### The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

#### Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens.

### Expressive Arts and Design

#### Exploring and using media and materials

- Let me use my paints to mix up my own colours.

#### Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure.

### Literacy

#### Reading

- Read signs to me when we are out and about.
- Let me read and share my books with you.
- Let me choose my own books when we go to the library.
- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.
- Borrow a story sack from nursery for us to investigate, read, and make up stories.

#### Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

#### Resources to help:

[www.booktrust.org.uk/resources](http://www.booktrust.org.uk/resources), [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)  
[www.literacytrust.org.uk/early\\_years](http://www.literacytrust.org.uk/early_years), [www.readongeton.org.uk](http://www.readongeton.org.uk)



## 30 - 50 months: How can you help me with my learning?

### Personal, Social and Emotional Development

#### Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

#### Self confidence and self awareness

- Let me help you match the socks together.

#### Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

### Communication and Language

#### Listening and attention

- Play listening games with me like "Simon Says...." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

#### Speaking

- Talk to me about things we did or places that we went to yesterday.

#### Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."



### Physical Development

#### Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

#### Health and self care

- Make sure I brush my teeth twice a day.

### Independence very important

All children come to school with different levels of independence. However YOU must help your child to learn to do a number of things independently before they start school.

These include:

- How to use the toilet independently, including flushing and hand washing.
- How to blow their own nose.
- How to put their coat on and do up the zip.
- How to take their coat off and hang it up.
- How to take off and put on their own clothes for PE
- Take off and put on jumpers and shoes
- Know at least 5 traditional nursery rhymes
- Know how to hold a book the correct way up and turn a page. [they will become good readers, develop a love of books and stories by listening to you and watching you read]

Included below is an excellent expected level of development checklist.

This lists includes the things your child should have achieved as they enter school at 4 years / 48 months of  
*own unique age*

Additionally the nationally agreed level of development is as follows

30 - 50 months

In the Prime areas of learning these are the things your child should be doing by 48 months.

**In Personal, Social and Emotional Development**

<b>Making relationships</b>	<b>Self confidence and self awareness</b>	<b>Managing feelings and behaviour</b>
<p>I can play in a group with my friends. I can make up ideas for things to do and games to play.</p> <p>I will ask my friends to play with me.</p> <p>I can watch what my friends are doing and join in with them.</p> <p>I talk to and make friends with other children and grown ups I know.</p>	<p>I choose the toys I want to play with and what I want to do with them with help from a grown up.</p> <p>I like it when you say things like "well done for eating all your dinner" or "thank you for putting the toys away"</p> <p>I like helping you when you are busy, like putting some shopping away or matching my socks together.</p> <p>I am beginning to talk to grown ups I don't know when you are there. I will join in new things when you are with me. When we are playing, I will chat to my friends about you and our family.</p> <p>I can ask grown ups for help when I need it.</p>	<p>I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.</p> <p>I know that sometimes my friends will want to have the toys I am playing with.</p> <p>I understand that when you are busy I can't always have everything I want, when I want it.</p> <p>I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on.</p>

## **In Physical Development**

<b><u>Moving and handling</u></b>	<b><u>Health and self care</u></b>
<p>I like running, walking, jumping, hopping, skipping and moving around in lots of different ways.</p> <p>I can go up and down stairs and steps like a grown up, using one foot per step.</p> <p>I can carry something I like carefully downstairs, usually stopping with two feet on each step.</p> <p>I can run around, stopping, changing direction and slowing down so that I don't bump into things.</p> <p>When you show me how to stand on just one foot, I can copy you, just for a second without falling over.</p> <p>I can catch a large ball when you throw it to me. I can wave my arms or ribbons to make up and down lines and circles in the air</p> <p>I can use child scissors to make snips in paper.</p> <p>I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand.</p> <p>I can make the lines and marks that I want with a pencil.</p> <p>When you write my name, I can copy some of the letters by myself on my piece of paper.</p>	<p>I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.</p> <p>I notice that when I am running, I get hot and a bit out of breath.</p> <p>I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam.</p> <p>I remember to go to the toilet in time and I wipe myself.</p> <p>I can wash and dry my own hands.</p> <p>I can put on my own coat and I can do the zip up. I can pull my own trousers up too.</p>

## In Communication and Language

<u>Listening and attention</u>	<u>Speaking</u>	<u>Understanding</u>
<p>When I like what they are talking about, I listen to my friends.</p> <p>I listen to the stories you tell me and I talk about them later.</p> <p>When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears.</p> <p>I can join in with my favourite rhymes and stories with you and guess what will happen next.</p> <p>I stop what I am doing and listen when I hear you talk to me, or I hear the doorbell ring.</p> <p>When you ask me to do something like "Come and put your coat on", I will do it.</p> <p>When you ask me questions like "What do we need to cut the bread?" I know it's a knife.</p> <p>When we are playing and you ask me to "Put teddy under the blanket" or "Put the car on top of the garage" I know what you mean and I can do it by myself.</p> <p>I can help you when you ask me to put something away or get something like "Put your shoes in the basket, please"</p> <p>I am beginning to understand when you ask me questions like "How can we mop up the juice?" and</p>	<p>I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot"</p> <p>I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home".</p> <p>I ask lots of questions and answer your questions too.</p> <p>I can talk about what we are doing now, and what might happen later or tomorrow.</p> <p>When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now".</p> <p>I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.</p> <p>I pretend about things when I am playing, like using my coat on my head this is my magic fly</p>	<p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen very carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p>

In the Specific areas of learning these are the things your child should be doing by 48 months.

Reading	Writing	Numbers
<p>I like singing nursery rhymes and songs.</p> <p>I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'.</p> <p>I can clap my hands to match the sounds in words, like 2 claps for "he-llo".</p> <p>I can listen and join in when we read books and sing rhymes.</p> <p>I can join in with my favourite stories and guess what will happen next.</p> <p>I know that stories have beginnings and endings and sometimes I guess how the story will end.</p> <p>I can listen to longer stories and talk about them.</p> <p>I can talk about the places and people in stories and the important things that are happening.</p> <p>I like to look at the pictures and words in books. I can show you words when we are outdoors.</p> <p>I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods.</p> <p>I hold the book the right way up and turn the pages carefully when I look at it on my own.</p> <p>I know that books can tell me things like the names of cars I am interested in.</p> <p>I know that the words in the book tell me things and where the words start on the page</p>	<p>Sometimes I can tell you about my drawings and paintings and what my writing means.</p> <p>When I see your writing, I tell you what I think it means, like the shopping list says beans and chips and ice cream".</p> <p>I can make the lines and marks that I want with a pencil.</p> <p>When you write my name, I can copy some of the letters by myself on my piece of paper.</p>	<p>I can use some number names and words like "more than" and "fewer than", when I am playing.</p> <p>I can say numbers in order from 1 to 10.</p> <p>I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.</p> <p>I use my fingers,pictures or marks to show you how many things there are.</p> <p>Sometimes I can match a numeral to the right number of things, like "3" to three balls.</p> <p>I am interested in numbers and I talk about them and ask you questions.</p> <p>I know when there are the same number of things, like 2 cakes, one for you and one for me.</p> <p>I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.</p> <p>I talk about the numbers I see when we are outdoors.</p> <p>I am interested in making marks and calling them numbers.</p> <p>I know that I can count claps and jumps as well as things like apples and buses and dinosaurs</p>

If your child is assessed as having completed the 30-50 months of development when they enter school and are beginning to achieve in the 40-60 level of development then they are deemed to be at the **expected level of development on entry to school**. We hope this document will help you to work with your child to enable a smooth happy transition into school.

If we can be of any further help to you please don't hesitate to contact the Foundation Stage staff, we are here for you and your child.

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