Supporting your Child's Transition into Nursery…

A Guide for Parents

This booklet is designed to support parents who have a child due to start nursery 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 school.

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

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Making / Building Relationships

Learning Intentions:
□ Interested and start to join in other's play □ Seek out others to share experiences □ Keep play going by responding to what others are saying or doing

Linked learning opportunities	Activities to support development	What you will need?
Communication & Language ▪ Respond to simple instructions ▪ Use language to share thoughts ▪ Use simple sentences **Physical Development:** ▪ Move with confidence ▪ Can kick/ catch a large ball ▪ Begin to show preference for dominant hand ▪ Use one-handed tools and equipment ▪ Begin to be independent in self-care	**Hide and seek …** Family members take turns to hide - Seeker has a given task to complete before seeking e.g. *putting on shoes / coat* hiding - Hider has to say where they were hiding ** Child to be partnered with another family member to learn how to play the game and develop confidence*	
	Build a den / model … Family member decides to build a den / model and encourages child to join in: - Asking them to collect different resources - To help decide what to build - To help decide the best materials to use - To work together giving each other instructions e.g. *can you put the blue peg …* **Extension:** □ Write a label on the den / model e.g. *Ben's Den* / *Ben's car* □ Write 2 or 3 names on post-its/pieces of paper for the child to find theirs and label den/model	Large pieces of material or bed sheet, pegs, construction kit, paper/post-its … Ali Sam Ben
	Ball games … Create a game rolling or kicking a large ball to each other ** Start close together and gradually make the gap wider* Encourage child to decide the - Ball action … rolling / kicking - Who is going to be the thrower / kicker **Extension:** □ Roll the ball with one hand □ Roll/throw the ball at a target □ Together count how many rolls/throws	Large ball
	Drawing … Create a large-scale drawing with chunky chalks or paintbrushes and water on the ground/large pieces of paper. Talk through what you are doing. Encourage the child to: - Draw self / family member / object of interest - Talk about what they have drawn - Draw a picture together **Extension:** □ Write a label for the drawing – adult scribing	Chalk, DIY size paint brushes …
	Play a game … - Snap - Pairs: turning two cards over at any one time and finding the ones that match	Snap/pairs games

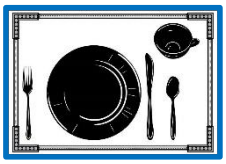
Making / Building Relationships

Learning Intentions:
□ Show affection and concern for other people who are special to them □ Demonstrate friendly behaviour

Linked learning opportunities	Activities to support development	What you will need?
Communication & Language ▪ Learn new words ▪ Use language to share thoughts ▪ Use simple sentences **Physical Development:** ▪ Begin to show preference for dominant hand ▪ Use one-handed tools and equipment	**Family photographs …** Share and talk through a small collection of family / friend photographs. Encourage your child to: - Name each family member / friend - Describe each family member e.g. *Grandma has a hat on / Dad has brown hair* - Say what they like about different family members - Choose favourite photograph and say why ** Some activities will need to be modelled*	Photographs – in photo album on phone
	A gift … - Sing Happy Birthday to family member using telephone / FaceTime / Zoom … - Together create a picture or card for a family member / friend for a special occasion e.g. *for birthday, to say 'thank you' …* - Complete a 'special job' e.g. *pick up the leaves* **Extension:** □ Together label picture – adult scribing	Arts and craft resources
	Talk time … In person, on the telephone, online, share … - Home news - Favourite story - Completed activity Prompts available to support talk e.g. photograph of special	Computer, iPad, smart phone …
Learning Intentions: □ To form a special relationship with another child □ Demonstrate friendly behaviour		
Communication & Language ▪ Learn new words ▪ Use language to share thoughts ▪ Use simple sentences	**Play-dates …** Arrange a play date with another child who may be starting at the same nursery - Share favourite toy / book online - Meet at the park - Visit each other's homes ** Begin with short visits and gradually extend* ** On visits to the park/playground – encourage turn taking on equipment, such as on the swings and see-saw **Extension:** □ Together create a scrap book of play dates to look back at talk about. This can include photographs and drawings.	

Self-Confidence and Self-Awareness / Managing Self

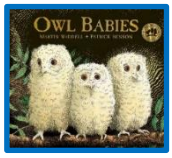
Learning Intentions:
□ To express own preferences and interests □ Select and use activities and resources with help □ Enjoy responsibility of carry out small tasks □ Welcome praise

Linked learning opportunities	Activities to support development	What you will need?
Communication & Language ▪ Learn new words ▪ Use language to share thoughts ▪ Use simple sentences **Physical Development:** ▪ Begin to show preference for dominant hand ▪ Use one-handed tools and equipment ▪ Move with confidence	**Snack time …** Encourage your child to help prepare snack: - Ask them to choose what they would like to eat and drink … giving a couple of choices - Support them to cut the fruit / butter crackers … - Say the foods they like: *I like apples because …* **Extension:** Take a photograph of what is eaten each day to encourage child to try something new the next day.	Selection of healthy snack options, utensils that your child can use
	Family meal time … Encourage your child to: - Help you set the table with a place mat silhouette - Set the table by themselves using place mat silhouette - Set the table by themselves with no place mat silhouette **Extension:** Add names on to place mats. Start with photograph and name.	
	My favourite food … Encourage your child to: - Try one new food each day - Make food suggestions for next meal **Extension:** Count how many different foods are on the plate.	
	Picnic time … Encourage your child to - Decide where to have the picnic - What to take on the picnic ** Use photographs as a prompt if needed* **Extension:** Together write a picnic list – parent scribing	Picnic rug, containers, food, teddy bear to take with them
	Daily exercise … Ask your child to choose - Where to go e.g. *park / shops …* - How to travel e.g. *walk, use scooter/bike, go on the bus, in the car …* ** Use photographs as a prompt if needed*	
	I Like … Encourage your child to name their favourite toy e.g. *cars* - Together decide what you can make for it e.g. *garage* - Go to the library and find books on minibeasts	

Managing Feelings and Behaviour / Self-Regulation

Learning Intentions:

☐ Can express own feelings such as sad, happy, cross, scared, worried

Linked learning opportunities	Activities to support development	What you will need?
Communication & Language ▪ Listen to stories with increasing attention and recall ▪ Understand who, what, where in simple questions ▪ Learn new words ▪ Use language to share thoughts ▪ Use simple sentences	**Story time …** Use stories at **bedtime** to explore different feelings e.g. - Owl Babies by Martin Waddell *Worried, scared, sad, happy, attachment* - The Bad Tempered Ladybird by Eric Carle Grumpy - Zog by Julia Donaldson Proud	Selection of picture books (local libraries have a great range), soft toys, puppets, small figures/characters 
	Today I am … - Adults/siblings model and express feelings e.g. *I feel sad today because it is raining.* - Encourage child to share their own feelings and give reasons why. Provide time to reflect after an event which may have generated a strong emotion. *Use ☐ feelings images ☐ puppets / favourite soft toy for children to express feelings*	

Learning Intentions:

☐ Shows understanding and cooperate with some boundaries and routines

Communication & Language ▪ Respond to simple instructions ▪ Use language to share thoughts ▪ Use simple sentences **Physical Development:** ▪ Use one-handed tools and equipment ▪ Help with clothing ▪ Begin to be independent in self-care	**Daily routines …** Support and encourage your child to follow simple instructions which become part of the daily routine e.g. - Put pyjamas under pillow - Tidy away toys before meal time - Not to leave the table early at meal times	
	Special weekly jobs … Encourage child to help someone else in the family e.g. - Help older sibling fill up dog water bowl - Help younger sibling tidy away toys	
	I can be safe … Encourage child to be safe in the home e.g. - Not to run in the house - Put shoes on to go outside	
	Looking after myself … Support your child to be independent e.g. - Going to the toilet - Washing hands - Brushing teeth Sing songs or use a timer to make activities more fun	

By the end of EYFS, Reception, it has been proposed that your child will need to achieve the following three Early Learning Goals in Personal, Social and Emotional Development:

ELG 3: Self-Regulation
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
ELG 4: Managing Self
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.
ELG 5: Building Relationships
- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitively to their own and others' needs.