



bubbles
nurseries

Bursting Bubbles School Readiness Programme

We all know that children grow up so fast.

One minute you are buying nappies.....

The next minute you are choosing their first school uniform.

At Bubbles Nurseries we understand what a big step this is and how nervous children and families can be at this time.
To help support you and your child we have introduced:



Bursting Bubbles



Our school readiness programme.

Our aim is to ensure that all children are prepared for the transition to 'BIG' school by offering a tailored curriculum which focuses on the different aspects of school readiness. This is introduced to enhance the current curriculum and is based on [The Early Learning Goals](#) (ELGs).

What are the [Early Learning Goals](#)? The [ELG's](#) are 17 statutory targets that children are expected to achieve by the end of their reception year. They cover seven key areas: communication, PSED, physical development, literacy, mathematics, understanding the world, and expressive arts.

*'Its all about pre skills, **Bursting Bubbles** is literally about priming children's brains for success through tailored experiences and connections which are facilitated through carefully planned, introduced and led play-based activities.'*

We will also offer support and advice to families as to how you can further support your children during this time.

We consider and recognise that all children are different and grow and develop differently. Therefore, Bursting Bubbles activities are tailored to your child's individual development and helping them to be ready for the move to school.

How will Bursting Bubbles activities be implemented?

Key staff will be holding focused small groups with those children due to leave for school this year. These will be throughout the week so all children can participate.

Below are just examples of some of the additional activities we will be arranging.

Early Learning Goal To be achieved by the end of reception year at school.	Area of Learning	Example of
Hold a pencil effectively in preparation for fluent writing	Pencil Grip	Example: A tripod grip enables young children to develop good pencil control. How: Resources such as triangular pencils and pencil grips available in every activity. See information attached.
Write recognisable letters, most of which are correctly formed.	Early writing skills	Example: Being able to copy over letters and start to make marks which represent familiar letter in play. How: We encourage children to write over letter shapes. Familiar words, such as their names are available on cards for children to access.
Read words consistent with their phonic knowledge by sound-blending.	Phonics & familiar Letter sounds	Example: being able to phonetically name familiar letters, such as those in their names. How: Games and dancing activities which introduce letter sounds into play. See attached information regarding phonics.
Subitise (recognise quantities without counting) up to 5.	Number skills	Example: being able to visually recognise small quantities without actually counting them. How: Simple games such as dinosaur match and count.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	Simple Math	Example: Clearly understanding the concept of numbers under 5. Such as one more, one less, taking one away etc. How: Puzzles and dice games.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity.	Engagement	Example: Learning to focus and concentrate for periods of time. How: simple games, such as the Kims game (see attached).
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Communication	Example: Children participate in group discussions. How: Using story boards to create own ideas through stories.

Listen attentively and respond to what they hear with relevant questions.	Listening	Example: Take turns in a conversation and listening to others. How: Introducing a talking toy into circle times. Children listen to the child holding the toy.
Negotiate space and obstacles safely	Physical Skills	Example: Carry a meal tray in the school canteen. How: Obstacle courses in the garden which involve balancing items as they participate
Manage their own basic hygiene and personal needs, including dressing, going to the toilet	Self-care	Example: Can confidently change into PE kit. How: Children to bring in a spare T shirt and shorts to get changed for mini-PE sessions. (More information to follow).

Helping with the transition to 'Big School'

Below are a few of the ways in which we will be helping children to prepare for the move to school.

-  School uniforms in role play area
-  Photos of schools children are going to.
-  Inviting school reception teachers to the nursery.
-  'Starting school' books – we will be sending these home for parents to borrow next term. Please return them as we have a few for all children to share.

How can you help?

Once you are aware please let us know which school your child is moving to.

If you have an older school aged child and you have any spare uniform, please do let us have this. (We will be contacting schools to raid their lost property boxes also).

Please ask for a meeting with key staff if you have any concerns or any specific areas of development you feel your child needs more support with.

Please find attached some information regarding support children to be ready for school, this includes a copy of the 'starting reception' booklet that I previously put out on the Family app.