School Readiness Preparation Tasks and Activities

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|  | **PARENTS** | **TEACHERS** |
| **SOCIAL INTERACTION** | **Play dates:** Create opportunities for the child to interact with other children of a similar age through play dates and playgroups. **Board games:** Play board games with the child to teach turn-taking, sharing, waiting and the ability to cope when one doesn’t win. | **Small groups:** Encourage small groups of children to play together in games. **Visuals:** Use visuals to help children understand turn-taking. **Greetings:** At the start of each session encourage children how to say “hello” and respond to the question, “How are you?” and at the end of each session to say “goodbye”. |
| **PLAY** | **Play styles:** Provide opportunities for the child to explore different styles of play (e.g. imaginative play, constructive play, symbolic play). **Role play:** Spend 20-30 minutes every day interacting and playing with the child. During these opportunities model language that would be suitable to use in certain real life situations (e.g. if playing with a toy kitchen, talk about what you do when preparing food). | **Play stations:** Set up play stations that teach different styles of play (e.g. constructive: trains, blocks, jigsaws, sandcastles, playdough; imaginative: kitchen, dress-ups, roads). |
| **LANGUAGE** | **Books:** Read to the child every day to expose them to different language concepts. **Vocabulary:** When reading books ask the child to point to/name different pictures to expand their vocabulary. **Walks:** When going for a walk point to items and name them. **Daily activities:** When engaging in daily activities, such as preparing a bath, setting the table, preparing dinner or getting dress model the language that the child can use/understand in these situations (e.g. preparing the bath: Turn the taps on. Put the plug in. Put the bubbles in. Take your clothes off. Get into the bath.). **Following instructions:** During daily activities encourage the child to follow 2-3 step instructions (e.g. get your hat and then go and get in the car). **Weather:** Talk about the weather. **Counting:** Encourage the child to count. **Dinner talk:** At the dinner table take it in turns to talk about what you have done during the day. **Colours & shapes:** Talk about different colours and shapes. **Concepts:** Talk about different concepts such as big/little; on/in/under; in front/behind/next to; long/short; short/tall. **Concept books:** Read books that talk about different concepts (e.g. Where is the green sheep?). **Model:** When the child uses inaccurate grammar or sentence structure, model back to them the correct way of saying it (e.g. child: “Her is happy!” parent: “Yes, she is happy. I wonder why she is happy?”). | **Story time:** Have story time and ask questions about the story. **Nursery rhymes:** Sing nursery rhymes. **Scavenger hunts:** Go on scavenger hunts to follow instructions, expand vocabulary and work as a team. **Obstacle courses:** Do obstacle courses to teach different concepts. **Visual schedules:** Use visual schedules to outline the expectations/activities of the day. **Counting:** Encourage children to count. **Diaries:** Create diaries for the children using pictures so that they can communicate to their parents what they have done during their time at kindy. **Following instructions:** During the course of the day give 2-3 step instructions (e.g. get your hats and line up at the door). **Concepts:** Teach colour concepts by labelling different activity groups with a different colour. **Calendars:** Each day talk about the day of the week, the month of the year, the weather, what day it was yesterday and day it will be tomorrow. **Modelling:** When a child uses inaccurate grammar or sentence structure, model back to them the correct way of saying it (e.g. child: “Her is happy!” teacher: “Yes, she is happy. I wonder why she is happy?”). **Scrap books:** Make scrap books to work on categorisation (e.g. sort pictures into different categories such as animals, food, transport, clothing). |
| **EMOTIONAL DEVELOPMENT** | **Feelings:** Talk about feelings with the child. **Identify emotions:** Verbalise when you see certain emotions in different people. **Facial Expressions:** Comment on facial expressions when reading books and talk about the way the person might be feeling and why. **Explain Emotions:** Talk about ways to express different emotions (e.g. you are laughing because you are happy; you are crying because you are sad). **Sing Songs** that talk about emotions (e.g. “If you’re happy and you know it” or “How do you feel today?”). | **Role Play** different emotions. **Emotion pictures:** Show pictures of different emotions and talk about them. **Explain emotions:** When a child is feeling a particular way, talk to them about their emotion (e.g. if a child is crying model to them: “You are sad because you hurt your knee” OR “You are crying because you are sad”). **Sing songs** about emotions (e.g. “If you’re happy and you know it” or “How do you feel today?”). **Books:** Discuss the emotions of characters in book. |
| **LITERACY** | **Read** to the child every day. **Point to the words** in the book as you read them. **Point to the pictures** in the book as you read the story. **Page turning:** Encourage the child to turn the pages of the book, but only once they have finished attending to details on the page. **Model** to the child reading a book from front to back. **Independent selection:** Encourage the child to choose the book to read at story time. **Sing songs** and nursery rhymes. **Alphabet:** Learn the alphabet song. **Rhyming books:** Read books that have rhyming words in them (e.g. Dr Seuss books). **Games:** Play games such as “I spy” to help children to think about things that start with a specific sound (e.g. “I spy with my little eye something that starts with t”). | **Story time:** Have daily story time. **‘Page turner’:** Nominate a different child each time to be the ‘page turner’ and only allow them to turn the page once all the details have been discussed. **Question time:** Whilst reading the story ask the children questions about the story. **Point to the words** on the page as you read them. **Alphabet:** Learn the alphabet song. **Label** places for each child to hang their bag with their name. **Letter of the week:** Have a letter of the week and encourage the children to think of things that start with that sound or use activities that start with that sound. |
| **FINE MOTOR** | **Cutting and pasting:** Use cardboard (easier to hold) to cut out geometric shapes and make pictures. **Drawing:** Provide a model to copy or draw one shape at a time for the child to copy. **Colouring:** Colour small shapes to encourage pencil control and improve endurance for pencil skills. **Mazes:** These are a fun way to engage in pencil skills as well as developing visual perception. | **Craft:** Encourage cutting, pasting and sticking various pieces of material together to create things. **Storage:** Use ziplock bags or screw top containers to store toys, to ensure the children are practicing using their fine motor skills when trying to access toys. **Play doh:** Rolling, squishing, pinching and making things with playdough to increase finger strength. |
| **PHYSICAL SKILLS** | **Wheelbarrow walking** races for upper body strength. **Swimming** is a whole body activity that will help build strength and endurance as the child is constantly working against a small amount of resistance in the water. **Animal walks:** Pretending to be a variety of animals such as crabs, frogs, bears or worms. All of these will use the child’s body weight as resistance. **Throw bean bags:** The added weight of a bean bag will help develop strength and endurance. | **Hopscotch** for hopping, or other games that encourage direct task/skill practice. **Obstacle course:** Age appropriate obstacle course completion will help develop endurance. **Ball skills:** Increase a child’s experience and confidence to attempt ball skills. |