



Dinglewell Infant School

Together we Develop, Inspire, Succeed.

A VERY WARM WELCOME FROM THE RECEPTION TEAM



CLASS ONE

CLASS TWO

CLASS THREE

How can I help my child develop strong foundations?



Boredom is not "Bad." It's vital.

Boredom in children is crucial because it drives creativity, problem-solving, and self-reliance. When truly bored, children are pushed to explore new experiences, think independently, and use their imagination. They also develop resilience, perseverance, and decision-making skills as they navigate and overcome their own challenges, while also increasing their attention span. Boredom encourages them to embrace curiosity and innovation, supporting their overall cognitive and emotional growth.



Too Many Activities Actually Hinders Learning.

Constantly offering new activities to children can hinder their learning by preventing them from deeply engaging with any single experience. Frequent changes in stimuli can limit their opportunity to master skills and expand upon concepts/ideas, and reduce memory recall. The constant bombardment of new activities contradicts the child's brain's requirement for repetition of experiences, forming, and solidifying neural connections.



Building self-esteem and independence

- Risk taking

SMART targets When they succeed oxytocin released give the small tasks to feel confident



Table Setting

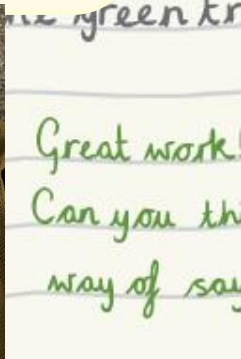
- Specific:** Put a spoon, fork, and cup at each family member's place.
- Measurable:** Table is set correctly for everyone.
- Achievable:** Child can carry lightweight items safely.
- Relevant:** Encourages participation in family meals.
- Time-bound:** Completed before dinner starts.

How can I help my child develop strong foundations?

A lot of this is covered in the video you saw earlier and tips and tricks etc in packs

- Developing independence – self esteem, spare pants in bookbags, being responsible for own things)
- Fostering independence with snacks and lunch, carrying a tray!
- Recognising their own belongings, water bottles, wellies, PE bag (identifiable to them) PE bag is initially just shorts and T-Shirt- no trainers until summer term
- Making lunch choices independently – Make sure they know what to tell us
- Play with them – play is the best vehicle for learning and vocab!

• Name everything you want returned



Getting dressed – Uniform

Fine-tune co-ordination and fine motor control needed for things like dressing.

Appropriate clothing:

- Avoid laces, lots of buttons, loose clothing to support getting on and off
- Stickers in shoes
- Coats not too long – no dry robe type coats

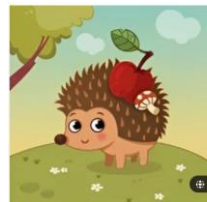
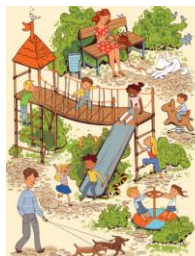
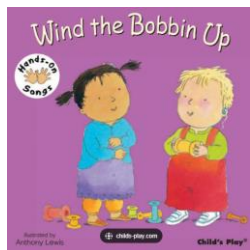
Your role:

- Verbalise and coach (Share your adult internal voice)
- Place hands.
- Question: what next.

Top tips:

- Allow time!
- Make it fun
- Teach undressing first
- Show children how to lay out/prepare clothes
- Promote and praise independence
- Don't always lay the clothes out for them!
- Show them what is theirs on days that we are wearing something different – PE, forest school (no need to buy PE shoes)





TOYS & TOOLS
TO IMPROVE
VISUAL
PERCEPTION



Tracking text – ability to point and follow their finger with their eyes

Finding pictures

Spot the difference

Communication and Pre-Reading Skills



Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

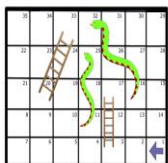
Mem Fox
PICTURE QUOTES . com



"Listen earnestly to anything your children want to tell you, no matter what. If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them all of it has always been big stuff."

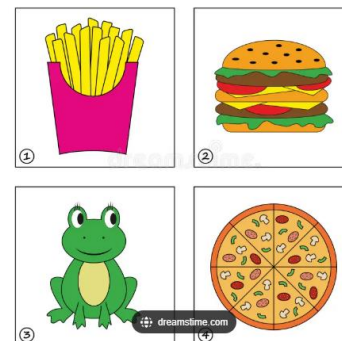
— Catherine M. Wallace, author of *Motherhood in Balance*

Holding and following torch light in a dark room. Pin up animals etc on the wall. Can you find the ? With your torch?

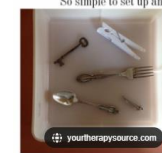


Foresight – thinking ahead, making predictions
Putting names back in order/visual matching

Find odd one out



Visual Memory Game
So simple to set up and



July 'Meet the Teacher' Visit (1st or 2nd July)

Come along with your child on your allocated day to the classroom external door. A good opportunity for you to have a quick look around the classroom environment with your child

You may wish to stagger your arrival to ensure the classroom doesn't get too busy

Please bring your completed 'All About Me' booklet

Meet your teacher in the classroom. Collect any medical forms to fill out

Feel free to leave once you've had a look around (please refrain from taking photos during this time) You will receive your transition booklet which will contain photographs of the classrooms

September Stay and Play Session

A chance for us to get to know your child in a quiet environment before their 'official' start day

Where do I come? Bring children to the external classroom doors as you will on their first day

If your child has medical needs that need attending to, please stay on site in the office reception area for the duration of the visit (Please ensure any medical forms for medication e.g. inhalers are completed prior to start date)

Please dress your child in suitable clothes and shoes for the visit. Please bring a NAMED water bottle and sunhat depending on the weather (save their new uniform for their first day)

What Happens?

- Playing indoors and out
- Story/song time

Please collect your child from the outside classroom door at allocated time. Stand back from the doors please

Routines in September

- On the first day please come to the classroom door at your assigned time, after this it's normal start time 8.40am
- How will we establish the morning routine? Please be patient!
- *If you are worried about whether your child has settled, please ring the office, we will never let a child stay distressed – leave quickly with a happy goodbye, don't hang around or they may think there is something to be worried about!*
- What happens in the classroom? Continuation of 0-5 curriculum
- What happens at play time and lunch time? Familiar adult, encourage to have a voice to say they've hurt themselves – you won't hear about every accident only serious injuries and head bumps. (We teach children to empower themselves and say 'please stop I don't like it, before reporting to an adult)
- What happens at home time? Be patient, stand back, please only wave when your child is at the front. Use the back path to prevent crossing doors!
- Collection arrangements in writing please for other people picking up especially during first few weeks with different arrangements. We are happy for a blanket letter
- Collecting your child: Please enter the Foundation Stage outdoor area after 3.05pm. Please ensure younger siblings do not play with toys/equipment/trim trail.

And Finally...

Baseline afternoons – bring packed lunch – Don't put too much in!

Curriculum evening in September; important for at least one parent/carer to attend

We look forward to meeting you and your child/children; please send a photo of your child playing/family for our welcome display

class1@dinglewell-inf.gloucs.sch.uk

class2@dinglewell-inf.gloucs.sch.uk

class3@dinglewell-inf.gloucs.sch.uk before Friday 4th July

Please come and chat to us briefly with any pertinent information/questions (preferred name for labels)

THANK YOU

