

Ready to start!

Information for parents regarding the promotion
of pre-school children



bottrop.



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Dear parents,

The transition from nursery to primary school is an important step in your children's lives. We want your child to attend school with joy and success. Therefore, it is crucial to set the right course early on.

In a school play after registration at the primary school, the teachers will be able to get a good impression of your child's stage of development.

This impression is supplemented by the handover sheet that you receive from the KiTa and which you hand over to the school when registering. This handover form is printed on the following page of this brochure.

The kindergarten teachers have accompanied your children for three years and can assess their level of development and also the development process particularly well. After the school play, they can discuss the results from the school play and the handover sheet with the primary school and pass on important information about each child individually so that your child has a good start to school life.

This brochure would like to introduce you to the developmental areas that receive special attention in the kindergarten handover sheet and the school play and briefly explain their importance for learning.

In addition, your child still has a lot of time to prepare for school. You can support them in this! In the brochure „Startklar“ (Ready to Start), you will be presented with support possibilities that practise important basics for successful cooperation and learning in a playful way.

Many game ideas only need your time and willingness. Most of the games and books mentioned do not have to be bought but can be borrowed from the libraries. Moreover, only a selection of games has been mentioned, surely there are a multitude of other useful games beyond that.

We wish you and your child a good time until the first day of school!

ÜBERGABEBOGEN

für den Übergang Kindertageseinrichtung – Grundschule / Entwicklungsdokumentation vom: _____

Name: _____ Geb.: _____ Muttersprache: _____

KÖRPERBEZOGENE BASALE FÄHIGKEITEN

Handlungsplanung	
Händigkeit	
Stifthaltung	
Schreibdruck	
Körpermitte kreuzen	
Anfang rechts/links (Arbeitsrichtung)	
Auge-Hand-Koordination	

GROBMOTORIK

Gleichgewicht	
Koordination	
Selbsteinschätzung	
Körperspannung	
Rückwärts gehen	

TAKTILE WAHRNEHMUNG

Taktile Diskrimination	
Modulation	

VISUELLE WAHRNEHMUNG

Figur-Grund-Wahrnehmung	
Raum-Lage-Wahrnehmung	
Visuelle Merkfähigkeit	

AUDITIVE WAHRNEHMUNG

Anweisungsverständnis	
Auditives Gedächtnis	
Serielle Leistung (auditiv-motorisch)	

VORLÄUFERFÄHIGKEITEN

SCHRIFTSPRACHE

Reime hören	
Silben erkennen	
Symbole deuten	

VORLÄUFERFERTIGKEITEN MATHEMATIK

Sortiert nach Farbe	
Sortiert nach Größe	
Zählt Menge bis 4	
Vergleicht Mengen (mehr/weniger)	
Simultanerfassen (Würfelbilder)	
Farben bekannt	
Muster nachlegen	
Muster fortsetzen	
Raum-Lage-Beziehungen(Präpositionen)	

SOZIALVERHALTEN / EMOTIONALE REIFE

Selbstbewusstsein	
Konfliktfähigkeit	
Frustrationstoleranz	
Kooperationsfähigkeit	
Wertschätzende Haltung	

SPIEL- / ARBEITSVERHALTEN

Selbstmotiviertes Lernen	
Bedürfnisregulation	
Ausdauer	
Regelverständnis/ -verhalten	
Selbstständigkeit im Alltag	

SPRACHE

Wortschatz	
Grammatik	
Sprachverständnis	
Aussprache / Artikulation	

*

Kompetenz voll entwickelt: grün (+)
Kompetenz teilweise entwickelt: gelb (0)
noch hoher Entwicklungsbedarf: rot (-)

Bitte um Rückmeldung durch die Schule.

1. General conditions favourable to learning in the pre-school year:

- Create a quiet playing atmosphere for your child: while playing, the TV should not be on at the same time or a radio play should be listened to!
- Make your child aware when he or she is playing too loudly!
- Read stories to your child regularly and talk to him/her about the content!
- Support your child in becoming independent and confident in everyday life (being able to get dressed and undressed, choosing and laying out clothes for the next day, setting the table, observing rules of conversation...)!
- Limit new media (TV, computer games, Playstation, Wii games, mobile phone) to a maximum of half an hour a day!
- Let your child play outside as often as the weather allows!





2. In this way I playfully promote body-related basic skills as a basis for using pencil, ruler and scissors:

- **Handicrafts:**

Let your child paint, knead, weave, cut out regularly!

Make sure that your child has thick crayons and scissors suitable for children, and left-handed scissors for left-handed children!

- **(German) Games:**

- Bügelperlen
- Hammer und Nagel Spiel
- Fädelspiele (Perlen auffädeln)
- Mosaik-Steckspiel
- Mikado
- Jenga
- Lego
- Puzzle

- **Booklets:**

Use booklets such as „Geschickte Hände zeichnen 1 und 2“ („Skilled Hands Drawing 1 and 2“) and have four pages of work done in them every day.



3. **This is how I playfully promote gross motor skills as a basis for fine motor skills and for developing self-confidence:**
 - **Create incentives for movement:**
 - **Playing tag:** This stimulates the child's strength and stamina.
 - **Playground:** Numerous pieces of equipment offer the opportunity to let off steam.
 - **Balancing:** Whether on the pavement or the wall - balancing is always possible.
 - **Ball games:** Throwing and catching are important exercises for gross motor skills.
 - **Target throwing:** This trains coordination, aiming and strength.





4. **This is how I playfully promote tactile perception to improve shape perception and force dosage:**

- **Touching box:**

Cut a hole in the side of a shoe box. Fill the box with different objects (e.g. pine cone, pen, leaf, everyday objects ...). Then let the child feel one of these objects with their hand.

- **Back and sand painting:**

Draw simple pictures on the child's back (sun, house, flower...) and let the child guess what you have drawn.

Let the child paint objects in sand.

- **Painting with shaving foam:**

Spray shaving foam on a large washable surface. Have your child draw large-scale with their fingers on this surface.





5. **This is how I promote visual basics in a playful way so that children can better distinguish letter and number forms, learn to write confidently in the ruler and find their way around worksheets and books:**

- **Wimmelbilder books:**

Looking at Wimmelbildbücher together (e.g. by Ali Mitgutsch)

- **Proposals for (German) games:**

- Schau genau
- Differix
- Tangram
- Schusselhexe
- Ich sehe was, was du nicht siehst
- Patsch
- Colorama
- Halli – Galli
- Memory
- Make `n` Break





6. **In this way I playfully promote auditory perception as a basis for confidently listening to sounds and for confidently understanding oral instructions:**

- **Have the rhythm tapped**
You show how to tap or clap a rhythm, the child follows and taps/claps it.
- **Example of a game: „Taboo“**
Available in shops and libraries
- **Game: „Mäuschen piep mal“ („Little mouse make peep“)**
The child is blindfolded. You walk around the flat and make a noise from time to time. The child listens to where you are.
- **Song: „Three Chinese with the Kontrabass“**
The song is first sung with the conventional text. Then all vowels (a,e,i,o,u) are replaced by the same vowel (here in the example with o).

*Drei Chinesen mit dem Kontrabass
saßen auf der Straße und erzählten sich was.
Da kam ein Polizist: „Ja was ist denn das?“
Drei Chinesen mit dem Kontrabass.*

*Dro Chonoson mot dom Kontroboss
Soßen of dor Stroße ond orzohlton soch wos.
Do kom oin Polozost: „Jo wos os donn dos?“
Dro Chonoson mot dom Kontroboss.*

- **Game: „How often?“**
You tap the table several times and let your child count along with closed eyes

- **Game: „I pack my suitcase“**

All the people sit down in a circle, the more the better. The first person in the circle says: „I’m packing my suitcase and taking with me: a pair of trousers“.

The second: „I’m packing my suitcase and taking with me: a pair of trousers and a pair of shoes“, the third: „I’m packing my suitcase and taking with me: a pair of trousers, a pair of shoes and an umbrella“.

And so it goes on and on until someone makes a mistake or mixes up the order.

- **Game: „Collecting things“**

You instruct your child, for example, to fetch a glass from the kitchen and, on the way back to you, to also bring a magazine from the living room, for example.

If your child manages to keep both orders, you can increase the number of orders.





7. **This is how I promote the preparatory skills for written language in a playful way:**

- **Teaching counting rhymes**

1. eeny, meeny, miny, moe,
catch a tiger by the toe
If he hollers, let him go,
Eeny meeny miny moe.
2. Worra, worra, fizzle, dizzle,
Lett he flame begin to sizzle.
3. Ip dip doo,
Doggie did a poo,
Cat did a wee wee,
Out goes you.
4. bee, bee, bumblebee,
Stung a bear upon his knee;
Stung a pig upon his snout;
I declare that you are out!
5. Ip dip dip
My blue ship
Sailing on the water
Like a cup and saucer,
but you are not in it.

- **Sing children's songs with rhymes, e.g.**
 - Hoppe, hoppe Reiter
 - Liebe Sonne, komm bald wieder
 - Hänschen klein
 - Summ, summ, summ
- **Game: „What do I mean?“**

10 objects are placed on a table, then only the initial sound of an object is named, which the child is then asked to name (e.g.: banana is to be guessed: the sound „b“ is spoken, not the letter that sounds like „be“).
- **Game „Robot walking“**

Speak words to the child in syllables and move forward one step for each syllable. The child will quickly imitate you.

8. **This is how I promote mathematical basics in a playful way:**

- **(German) Game proposals:**

- Tempo, kleine Schnecke
- Meine fünf Ballons
- Speed
- Was zählt
- Mensch ärgere dich nicht

- **(German) Book proposals:**

- Kleine Raupe Nimmersatt
- Zahlenwimmelbuch
- Bitte anstellen
- Zähl dich nett ins Bett

- **Finger game: „the apple“**

Five fingers are here and ask:

„Who can carry this apple?“

The first finger can't,

the second says, „Too much weight!“

the third can't lift it either,

the fourth can never do it in his life.

the fifth, however, says: „All by myself, it won't work!“

Shortly afterwards, five fingers

pick up the apple.



9. **This is how I promote social behaviour and emotional maturity so that the child can learn successfully together with his/her classmates:**

Children learn social togetherness by interacting with other children. However, you teach them the basics, as do the teachers in the day care centre.

- **Encourage your child to**
 - to solve conflicts verbally,
 - to find compromises
 - or seek help from adults.

If you set rules for social interaction, you must also ensure that they are adhered to.

This is strenuous, but necessary so that your child understands their importance and really internalises them. If rules are broken, for example when playing with other children, you must be consistent.

It is important that you always point out alternative non-violent behaviour and reinforce polite, social behaviour through praise.





10. **This is how I encourage play and work behaviour so that the child works on a task with concentration for a longer period of time:**

- **Reading time:**
Reading aloud is a time-honoured and wonderful concentration exercise.
- **Concentration games:**
Puzzles and memory games sharpen the senses.
- **Joint play times with lots of praise:**
A benefit for the whole family to promote concentration. Important: A game started together is played to the end!
- **Relaxation exercises:**
Simply start a dream journey in a quiet environment and enjoy 5 minutes of silence.
- **Find the mistake:**
Take a close look at the child's room together, the child tries to memorise everything. Then send your child outside and remove an object from the room. Does he/she notice afterwards what is now missing?

Regulation of needs:

Make sure that your child learns to put his or her needs aside. At school, there are fixed times for breakfast and going to the toilet. Practise this structure with the children early on!

Independence in daily life:

Trust your children to take on small jobs on their own and to manage short distances without your company.



11. How to develop the language basics in a playful way

- Be a language role model for your child! Speak clearly and in complete sentences!
- Do not correct the mistakes, but repeat an incorrect sentence correctly:

Example:

Child: „I gone there.“

Mother: „You went there.“

Child: „That went broke.“

Father: „That went to pieces.“

Kind: „Ich bin dahin gegeht.“

Mutter: „Du bist dahin gegangen.“

Kind: „Das ist taput gegeht.“

Vater: „Das ist kaputt gegangen.“

Proposals for (German) games:

- Mimik-Memo, Pustekuchen (haba) → Mouth motor development
- Kajanak (haba) → Promotes vocabulary, sentence patterns, pronunciation and listening to sounds.
- Monza (haba) → Promoting vocabulary, sentence patterns and pronunciation
- Obstgarten (haba) → Developing vocabulary and sentence patterns
- Papperlapapp (haba) → Development of vocabulary, sentence patterns, pronunciation, language memory, prepositions
- Wer bin ich (haba) → Development of vocabulary, sentence patterns
- Geschichtenpuzzle (Verlag an der Ruhr) → Vocabulary, language comprehension, logical thinking

ENGLISCH



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Editors:

Christina Nowak, Inclusion Coordinator, christina.nowak@bottrop.de

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