

## Welcome

Welcome and thank you for joining School Ready with Teddy to support your children and families to be prepared and confident about starting school.

## What's included?

1. Session plans for each week including the option to watch the video's or create your own session using the script sheet and your own Teddy!
2. Downloadable activities to print and use in your provision
3. A family information sheet to send home each week

## How to use these documents

These session plans are designed to be used as a guide. You know your children best and will be able to amend the sessions to best suit their needs. You can choose to watch the video content with your children or if you prefer, use the script sheets to lead the sessions yourselves. If you choose the script option you will need your own Teddy. You may choose to use a mixture of video and script content, for example watching the songs in the videos.

## Contact us:

If you have any questions about the programme and it's delivery in your setting please get in contact. We are passionate about making School Ready with Teddy a supportive and exciting resource and we value your feedback so do get in touch if you have any information you would like to share with us or ideas for how we can improve the programme. Contact us at: [admin@edasd.co.uk](mailto:admin@edasd.co.uk)

## Week Overview

This week is all about children recognising their name. In the session Teddy needs to recognise his name to find his jumper and we ask what he could do if he doesn't know how to find it.

## What do children need to learn?

1. Be able to recognise their name between two names
2. Be able to recognise their name amongst up to 8 other names
3. Be developing their ability to write the first one or two letters of their name
4. Be able to write their first name.

## Activities

The activities are designed to be used with adult support and modelling during play. Activities could be openly available to children who wish to further explore this week's focus.

→ Name labels activity for name recognition

→ Fun name writing activity ideas sheet (creative and active – the best ways to learn!)

→ Name writing sheets

## At School

At School adults will be able to support children to find their belongings but it is really helpful if they can recognise their name to be more independent. Their name will be used on coat pegs, trays for their work, self registration, clothing and more.

Children do not have to be able to write their name before starting school but if they can it will mean they are able to label their own work without waiting for an adult or losing items.

### Introduction

Watch Teddy's introduction video with the children. Discuss Teddy's request for their help. Ask questions to clarify their understanding. Do they have any questions to ask Teddy? You may choose to repeat this introduction at times throughout the programme to remind children of how they are helping Teddy.

### Sessions

The videos and activities are designed to be used flexibly to suit the needs of your children. You can watch parts or all of the video at one time and repeat as many times as you feel necessary or your children request! Here's a suggested plan:

1. Watch the first part of Teddy's video, pause where needed to support children's understanding for example to explain vocabulary.
2. Pause on the story grid to discuss the problem and ask for children's ideas. You may wish to recap the first part of the video and the story grid several times within the week. Explore a range of ways to solve the problem.
3. Use the song at a time to suit, you may wish to watch the song at another time.
4. Once children have experienced lots of discussion about Teddy's problem and explored the activities (this may be over a few days) watch the final part of the video – the outcome of the problem. Discuss whether Teddy solved the problem using the children's suggestions or chose another way.

### Communication development

Developing back and forth interactions with children is hugely beneficial. Asking questions, allowing children to answer and ask their own questions and ensuring children have quality communication with adults and peers is very important. Try to have a conversation with every child about their ideas for Teddy's problem. Practise the phrases children can use themselves tailored to their language ability:

- ask a friend for help, say "I can't find my jumper, please will you help me."
- ask a teacher or helper, say "please can you help me, I've lost my jumper."
- keep trying, say to yourself "I can keep looking, I can persevere."

### Introduction

Introduce Teddy. Teddy is 4, he is starting Teddy school this year and has been visiting to find out more about school and the fun things he will get to do. He sometimes gets into tricky situations and he would really like to ask for the children's help. Will they help Teddy to solve his problems?

### The Story

Use this as a guide to a storytelling session with your own Ted and the children:

Ted visited school for the first time this week. It was very exciting, when he arrived he hung his coat up on a peg and underneath there was a label with his name on it. There were lots of other Teddies there and lots of toys to play with. There was even a tray, a little drawer, with his name on it. The teacher said Teddy could put anything he made in it and take them home at the end of the day.

He did have a little problem and he wants to ask for some help from you:

Teddy had a jumper when he arrive at school, it was blue and it had his name on it. He got hot playing with all of the toys and so he took it off. He carried on play with painting, the Duplo and the trains and suddenly he realised he couldn't find his jumper. He looked around but couldn't see it. He felt a bit sad because he couldn't find it but he knew his name was in the label. He wanted to ask if you had any ideas to help him?

Key Questions:

- What could Teddy do?
- Who could he ask?
- What could he say? What words should he use?
- What if the teacher is busy?

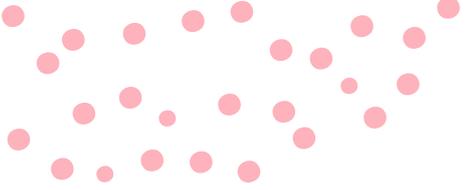
Teddy has been practising reading and writing his name because he knows that this will help him to find his name in his jumper. He's been ordering cards with letters on, writing his name in rice with a paintbrush and painting with water over his name written in chalk on a chalkboard. Maybe you could try some ideas with your name.

Use the storyboard sheet to help prompt the story and for children to remember what happened.

### Outcome

Teddy went back to school and used lots of your ideas for solving his problem, he wanted to say thank you because your ideas were really helpful.

He found his jumper! He looked on his peg and in his tray but it wasn't there. He looked under the tables and in the toy boxes but it wasn't there either! Then he used your idea to ask his friends because his teacher, Mr Teddington, was a bit busy. Two of Teddy's friends helped him, they found a few jumpers and they looked inside to see the names. Finally they found the right one next to Mr Teddington's chair! Thank you so much for helping, he wouldn't have been able to find his jumper without your help.



# Record sheet

## Introduction

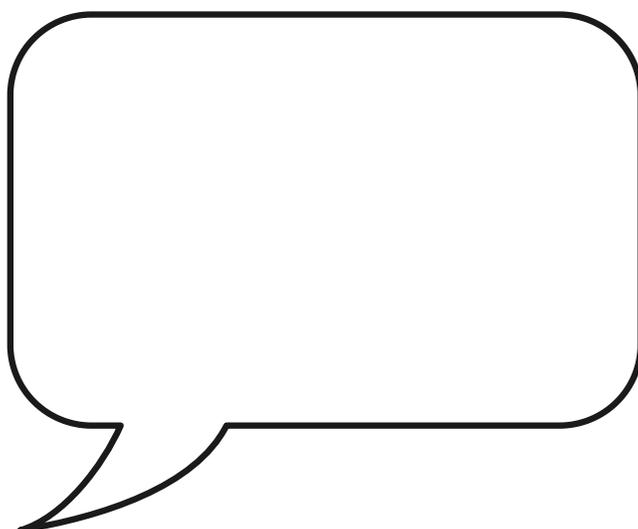
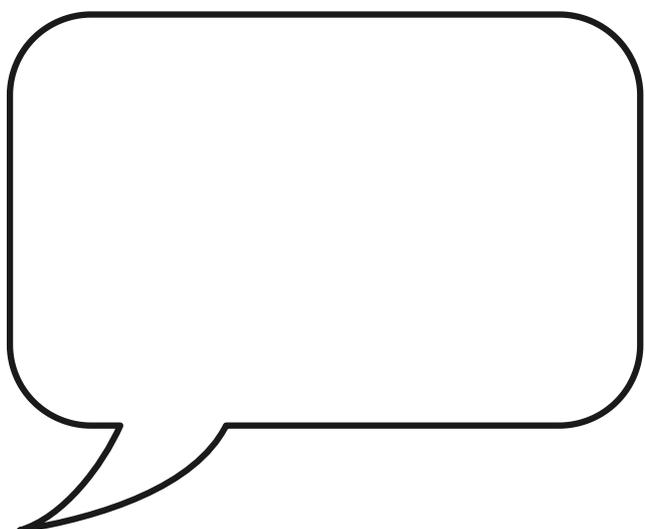
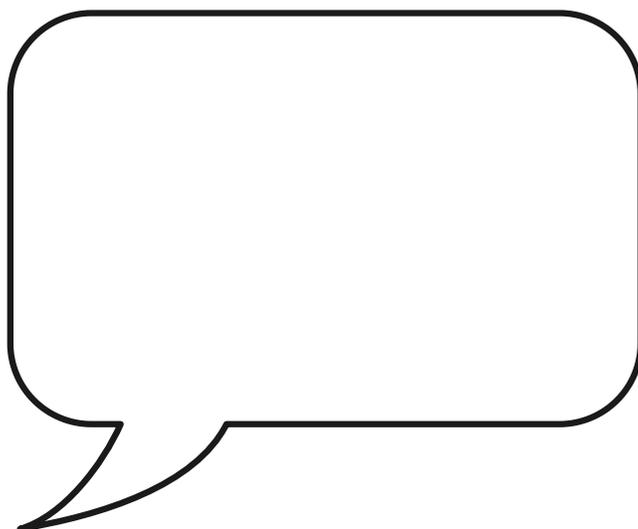
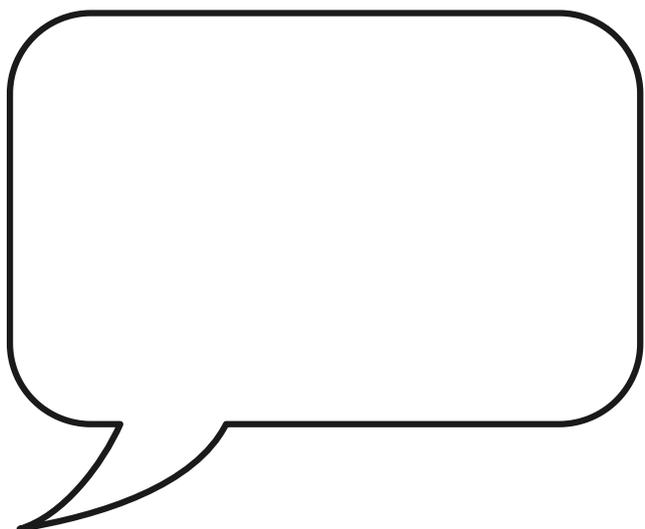
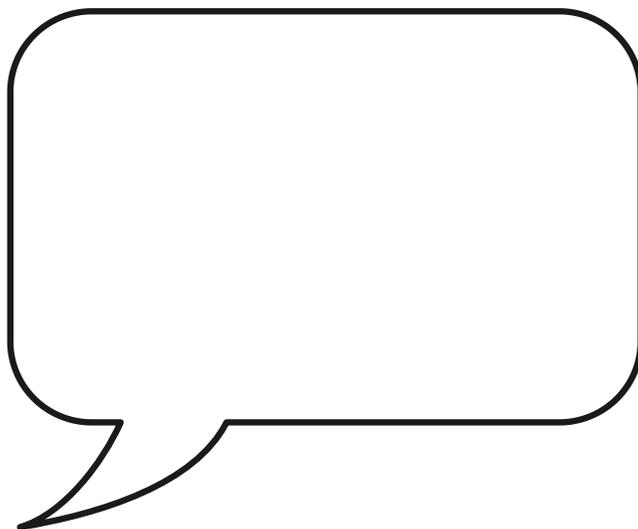
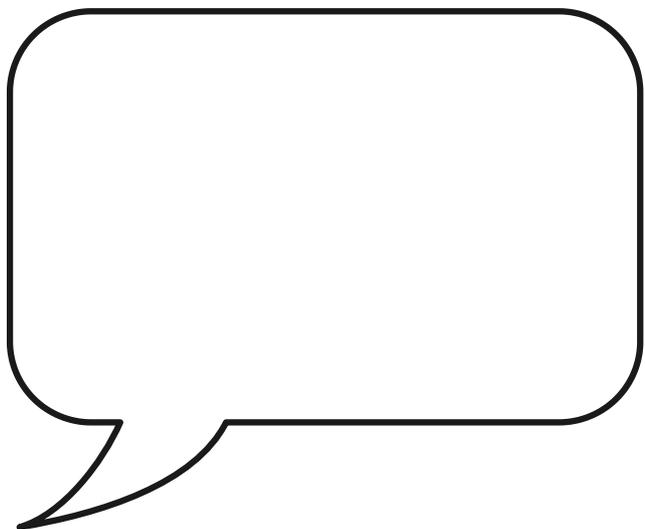
Use this sheet to record key comments that children make, any wow moments or next step comments which will inform your planning. The Speech bubble sheets can also be used for comments to display/ send home/ use for recording.

## Notes

Large empty rectangular area for recording notes, framed by a light pink border.



# Speech Bubbles



## Song: Alice the Camel

This song is all about different animals and it uses their names. It also uses some alliteration where the names and animal start with the same sound. Making up silly alliteration sentences can be fun!

## Lyrics and Actions

Feel free to make up actions to go with the song!

1. Alice the Camel has one hump.  
Alice the Camel has one hump.  
Go Alice go!

2. Ruby the Rabbit has two ears.  
Ruby the Rabbit has two ears.  
Ruby the Rabbit has two ears.  
Go Ruby go!

3. Sammy the Spider has three eyes.  
Sammy the Spider has three eyes.  
Sammy the Spider has three eyes.  
Go Sammy go!

5. Felix the Fox has four legs.  
Felix the Fox has four legs.  
Felix the Fox has four legs.  
Go Felix go!

6. Your turn!  
(Use your name to make up a verse about you!)  
One instrumental verse

## Our Verses

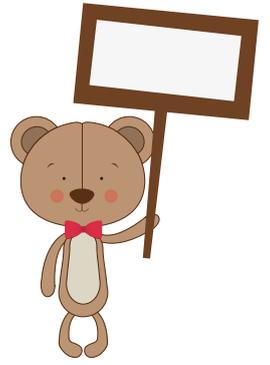
Here you can write some ideas for children's verses if you would like to!

# Name Labels

Cut out the name labels and add your children's name to the blank one and use the blank sheet for more.

Ways to play:

- Lay them or tape them onto objects (teddies, items of clothing, books etc) Ask children to find the item with their name on. Start with two names for children to pick between and build up if you need to.
- Hide the labels around a room and see if children can find their own
- Lay out the labels face down. Take it in turns to pick a name, children win when they spot their own name! You could write their name on a piece of paper for them to compare it to if needed.
- Talk about the shapes of the letters, how many letters there are and any features that can help them to recognise their name.



Sol

James

Holly

Will

April

Eric

Maya

# Name Labels



Blank Labels –cut out the name labels and add children's name and other names. You could add family and friend names which they are used to seeing.

# Fun Name Writing Practise

Have a go at these easy and fun ways to write names. You could tick off each idea you try and share ideas with families to practise at home. Adult tip: if children aren't sure about the order of letters, try using individual letters that they need to order before getting them to write, magnetic letters or letters on bottle tops or post it notes work well.



Use a stick to write your name in mud/  
sand or shaving foam



Use a squeezezy water bottle on a patio  
or pavement. Squirt the water to make  
the letters in your name.



Write your name in chalk, then use water  
and a paintbrush to make it disappear



Roll playdough out into long sausages and  
make the letters from your name. Trace  
over the letters to feel the shape.



Use teddies, toys or blocks to make a  
giant picture of your name. Walk along  
the letters as you would write it.



Write your name in all of the colours of  
the rainbow to make a rainbow name



# I can write my name

Use this sheet when children are keen to try writing their name. You may want to keep it and practise the fun activities for a while before trying this. You can write children's name at the top so they can copy and you could laminate this sheet so they can keep practising.



My name is

.....

My name is

.....

My name is

.....

My name is

.....