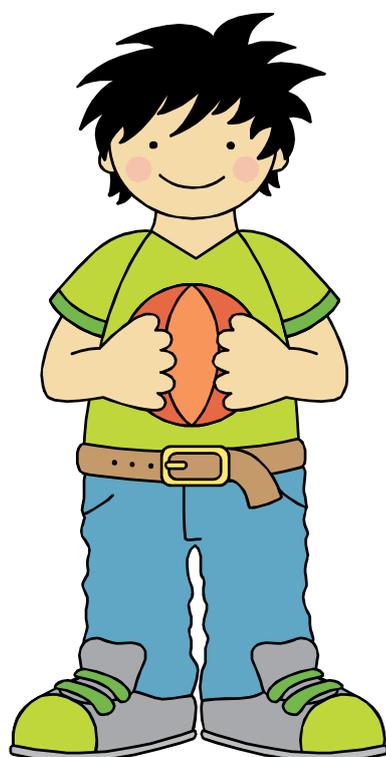


# I am four – What can I do?



4

years old

Your child can start school reception class the September after they are 4. Here are some ideas to help you to support your child to get ready for school



Readiness for school on the Parenting Track

## *I may be able to...*



- Play well with my friends in a group, sort small disagreements without needing an adult e.g. who has the red train
- Say what I am good at and what I need help with
- Recognise when my friends are upset and try to help them
- Solve problems by talking rather than getting upset e.g. when someone has taken my toy
- Can listen and do something at the same time
- Understand jokes and humour
- Understand instructions with two parts e.g. take this bowl to daddy and ask him for two eggs
- Introduce a story into my play
- Jump off something and land safely
- Play running and chasing games with other children without bumping into anything
- Can roll, throw, catch and kick a ball
- Use one hand more than the other for doing things e.g. when drawing, writing or picking things up
- Hold a pencil and can write some letters e.g. b or f
- Usually clean and dry during the day
- Use some tools safely without an adult e.g. scissors

- Hear and say the initial sound in words e.g. cat, that starts with a /c/
- Can put the parts of a word together when you split them up e.g. mon-key, c-a-t
- Read some words e.g. my name, mummy, daddy
- Write my own name
- Recognise numerals 1-5
- Count 10 objects accurately pointing to each one as I count
- Use 'more' 'less' to compare groups of objects
- Name shapes e.g. circle, square, cube
- Say who is taller or shorter
- Use the computer or tablet
- Sing my favourite songs
- Plan what I am going to build before I start building

Act early by talking to your child's Health Visitor, Doctor or Children's Centre if your child:

Can't jump in place

Has trouble scribbling

Shows no interest in interactive games or make-believe

Ignores other children or doesn't respond to people outside the family

Resists dressing, sleeping, and using the toilet

Can't retell a favourite story

Doesn't follow 3-part commands

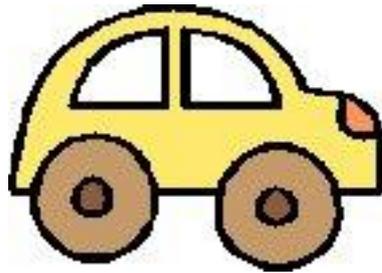
Doesn't understand "same" and "different"

Doesn't use "me" and "you" correctly

Speaks unclearly

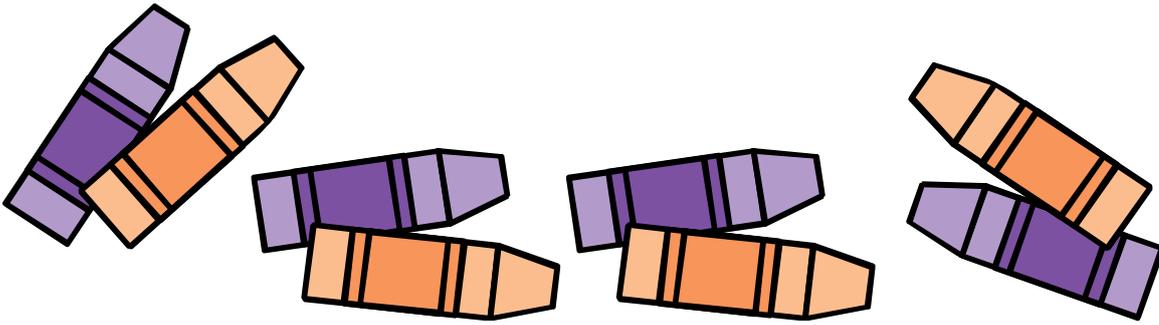
Loses skills they once had

# 10 things to do together



1. Choose a playing card. Ask me to find another card that is alike in two ways - number, colour or shape
2. Every time I do something nice or thoughtful let me put a penny in a jar or container. When it is full help me use the money to buy something or donate it to a good cause
3. When playing catch, count to ten then help me to think of a different way to pass it for another ten times
4. Cover me with a 'magic blanket'. Name an animal that I have to pretend to be when the blanket is removed
5. When we are walking or driving somewhere we go often, ask me to give you directions

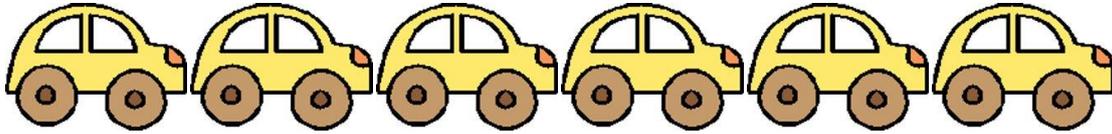
6. Help me to create my own book. I could draw pictures or cut them out of magazines. Write the words I tell you with the pictures. Let me read the story to you
7. While waiting to be served, ask me to find a certain letter on a display, leaflet or menu. Start by asking me to find the letters in my name
8. Collect clean, empty containers for me to build with e.g. cereal boxes, drinks bottles
9. Write the numbers 1-10 on paper plates, one numeral on each plate. Ask me to count objects onto each plate to match the number e.g. pasta, sweets, spoons
10. Take me outside with a bag and ask me to collect leaves, stones or shells. When I have finished talk to me about how the items are similar or different and help me to sort them into groups



## *Why are these things important to my development?*

- My brain likes variety and challenging activities. This leads to better brain cell connections
- Research shows that my brain has the ability to care about others. This ability needs to be supported by you to develop it further
- When I have the opportunity to pretend it gives me the chance to explore the imaginative area of my brain
- I will learn the correct way to use words through practice and talking to you
- If I don't have enough stimulation because of watching too much TV, my brain could become used to it and may not be interested in learning
- Being outside helps my brain to develop in very positive ways
- When I have something to focus on I will pay more attention  
When I focus on the details of things I will develop my memory skills

- Laughter is good for me, it reduces stress and increases the amount of oxygen getting to my brain
- I learn maths skills best through touching, counting and moving real objects. It is still hard to think of numbers in my head



## What can I do if I am worried about my child?

**Remember!** Your child is an individual and will develop at their own pace.

Speak to a member of the Children's Centre team for further support and guidance:

### Website

[www.yorkchildrenscentres.org.uk](http://www.yorkchildrenscentres.org.uk)



### York Children's Centre

Central number

01904 555252

### West Cluster – 01904 555288

Carr Children's Centre Ostman Road, York, YO26 5QA

Hob Moor Children's Centre Green Lane, Acomb, York, YO24 4PS

Westfield Children's Centre Askham Lane, Acomb, York, YO24 3HP

### South East Cluster – 01904

555255

Knivesmire Children's Centre Trafalgar Street, York, YO23 1HY

St Lawrence's Children's Centre Heslington Road, York, YO10 5BW

The Avenues Children's Centre Sixth Avenue, York, YO31 OUT

### North Cluster – 01904 555266

Clifton Children's Centre Kingsway North, Clifton, YO30 6JA

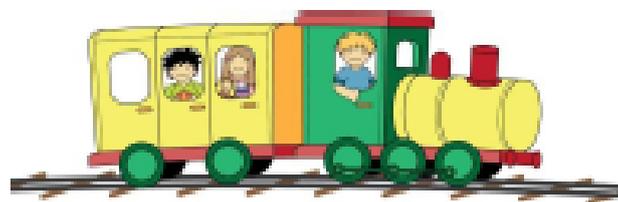
Haxby Road Children's Centre 154 Haxby Road, York, YO31 8JN

New Earswick Children's Centre Hawthorn Terrace, New Earswick, YO32 4BY

These guidelines only show what your child has the potential to do - if not right now, then soon. If your child was premature, they usually need a bit more time to achieve these skills

## You can get your child ready for school by helping them to -

- Sit and listen for a short time
- Enjoy being with other children
- Understand the word 'no' and the boundaries it sets for behaviour
- Understand the word 'stop' and that it might be used to keep them safe
- Use the toilet by themselves
- Recognise their own name (spoken and written)
- Speak to an adult to ask for help
- Be able to take off their coat and put on shoes
- Talk in sentences
- Open and enjoy a book



Need support? Contact your Children's Centre

[www.yorkchildrenscentres.org.uk](http://www.yorkchildrenscentres.org.uk)

