

EYFS · RECEPTION / PRE-K / K

# 50 Enhancement Ideas

Low-prep, high-impact

## How to use this

These are SPECIFIC enhancement ideas you can drop into existing provision areas — not whole new activities. Each takes 5-10 minutes to set up. Pick 1-2 per week.

## Mark making (10 ideas)

#	Enhancement
1	Loose-letter tray with name cards to copy
2	Postcards from imaginary places — children write back
3	Recipe cards from a story (e.g. The Tiger Who Came to Tea)
4	Order pad linked to role-play café
5	Treasure-map prompts — 'X marks the spot, what's in your X?'
6	Birthday cards for a class teddy who has many birthdays
7	Shopping lists tied to outdoor 'shop'
8	Speech bubbles to fill in for character pictures
9	Weather diary — children mark today's weather
10	Wanted posters for missing teddy



## Maths / number area (10 ideas)

#	Enhancement
11	Number-bond cherry trees with magnetic numbers
12	Tens-frame trays with conkers / shells / buttons
13	Subitising cards for matching games
14	'How many?' jars filled differently each week
15	Pattern strips with loose parts
16	Measuring station with rulers, ribbons, footprints
17	Post-office stamps requiring counting (3 stamps for 3p)
18	Cake decorating — count specific numbers of items
19	Weighing scales with conkers / pebbles
20	Number lines drawn on outdoor paths

## Construction (5 ideas)

#	Enhancement
21	Photos of bridges / castles to inspire builds
22	Story link — 'build the troll's bridge'
23	Loose-parts construction (tiles, cones, fabric)
24	Build for a character — 'Goldilocks needs a chair'
25	Engineer-of-the-week display with photos of children's builds

## Role play (5 ideas)

#	Enhancement
26	Vet's surgery with toy animals and bandages
27	Café with menus, tills, real coins (1p, 2p, 5p)



#	Enhancement
28	Post office with stamps, letters, parcel deliveries
29	Hairdresser's with mirrors, hair clips, magazines
30	Travel agent / airport check-in

### Small world (5 ideas)

#	Enhancement
31	Dinosaur world with mud kitchen sauce-pots = swamps
32	Underwater world with blue voile + sea creatures
33	Farm with animal sounds vocabulary cards
34	Fairytale castle setup linked to current story
35	Pirate ship with treasure map (mark-making link)

### Sand / water (5 ideas)

#	Enhancement
36	Hide alphabet letters in sand for treasure hunt
37	Coloured ice cubes in water tray
38	Funnels and tubes with floating boats
39	Numbered rocks to find in sand
40	Frozen objects in ice — 'rescue the dinosaurs'

### Creative / art (5 ideas)

#	Enhancement
41	Self-portrait area with mirrors and skin-tone pencils
42	Nature collage — outdoor finds + glue + paper



#	Enhancement
43	Marbled paper with shaving foam and food colouring
44	Big art together — A1 paper + 5 children + brushes
45	Weaving with ribbons through wire racks

## Outdoor (5 ideas)

#	Enhancement
46	Mud kitchen with real cooking tools
47	Number hunt — find numbers 1-10 hidden outdoors
48	Den-building with sheets, pegs, sticks
49	Bug hunt with magnifying glasses + ID cards
50	Painting fence with water + big brushes

## Rotation principle

Don't change everything every week. Rotate. The same enhancement returning after a fortnight gives children a chance to play with it more deeply. Most enhancements get richer the second time, not less interesting.



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# Pre-Phonics

30 activities to build foundations

## Why pre-phonics matters

Many children arrive in Reception not yet ready for formal phonics — not because of any deficit, but because they haven't yet developed phonological awareness (hearing rhythm, rhyme, syllables, sounds). Trying to teach letter-sound mapping to a child who can't yet hear the sounds is like teaching reading to a child who can't yet see. These activities build the prerequisite skills. Most of them take 5 minutes. Most are oral. None require children to know letters yet.

## Listening (5 activities)

#	Activity
1	Sound walks — outside, eyes closed, 'what can you hear?'
2	Mystery sounds — recording everyday sounds, children guess
3	Sound stories — adult tells story, children make sound effects
4	Listening lotto — match heard sound to picture
5	Quiet game — who can be the quietest? Builds attention

## Rhythm and beat (5 activities)

#	Activity
6	Clapping names — Sof-i-a (3 claps), Sam (1 clap)



#	Activity
7	Body percussion — copy patterns (clap, stomp, click)
8	Drumming on knees to a known song
9	March-and-stop games — keep moving to the beat, freeze when it stops
10	Loud-and-quiet — same beat, different volumes

### Rhyme (5 activities)

#	Activity
11	Rhyming pairs — bear / chair, hat / cat. Picture cards.
12	Rhyming odd-one-out — three pictures, two rhyme, which doesn't?
13	Nursery rhymes daily — repeated, sung, finger-played
14	'I'm thinking of a word that rhymes with...'
15	Rhyme stories — Julia Donaldson books are perfect

### Alliteration (5 activities)

#	Activity
16	Same first sound — 'sun, sock, snake' — what's the same?
17	Treasure bag — collect objects starting with the same sound
18	Tongue twisters — Sammy snake's silly socks
19	First-sound match — picture cards in pairs
20	Names and first sounds — 'Sofia starts with sssss'

### Oral blending and segmenting (5 activities)



#	Activity
21	Adult sounds out CVC word slowly, children guess: c-a-t → cat
22	Robot talk — 'Robot Mr Smith says: pick up your c-o-a-t'
23	Sound talk in tidy-up time — 'put away the b-l-o-cks'
24	Sound bag — adult sounds out object name, child finds it
25	Toy says 'I want a t-r-e-e' — children find / draw it

### Voice play (5 activities)

#	Activity
26	Animal sounds — match to pictures, exaggerate them
27	High and low voices — 'now in a giant voice... now in a mouse voice'
28	Lip and tongue twisters — 'bbbbbb', 'pppppp'
29	Vehicle sounds — vrooom, beeeep, choo-choo
30	Voice stories — children take turns adding to a sound story

### How to integrate

Don't make these activities into a separate 'lesson.' Sprinkle them throughout the day: • **MORNINGS** — sound walks, rhyming time on the carpet • **TRANSITIONS** — clapping names, voice play • **OUTDOOR** — listening, big body movements with rhythm • **END OF DAY** — story time, nursery rhyme • **1:1** — when you have a moment with a child, oral blending in passing 5-10 minutes of pre-phonics work per day, every day, builds the muscle. By the time formal phonics starts, children are ready.

### When to move into Phase 2 phonics

A child is ready for letter-sound work (Phase 2) when they can: • Hear the rhythm in words (clap names confidently) • Hear rhymes (and produce a few) • Identify same first sounds in words ('what sound do sock and sun start with?') • Orally blend simple CVC words ('c-a-t' → cat) •



Orally segment simple CVC words ('what sounds are in dog?' → 'd-o-g') Most children are ready by mid-Reception. Some take longer. That's not a problem unless other indicators are also delayed. Trust the readiness, don't force it.



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# Continuous Provision Planning

Weekly template

## Why this template

EYFS planning has historically meant tens of pages of paperwork no one reads. This template is the opposite — one page per week, focused on what's actually in the provision, what enhancements you've made, and what learning you're hoping to notice. Use it weekly. Display it where children and other adults can see it. Reflect Friday afternoon. Plan Monday's enhancements based on what you observed.

**Week of:** \_\_\_\_\_

Area	Always available	This week's enhancement	Learning to notice
Mark making / writing area	_____ —	_____ —	_____ —
Maths / number area	_____ —	_____ —	_____ —
Construction	_____ —	_____ —	_____ —
Role play	_____ —	_____ —	_____ —
Small world	_____ —	_____ —	_____ —
Sand / water	_____ —	_____ —	_____ —
Creative / art	_____ —	_____ —	_____ —



Area	Always available	This week's enhancement	Learning to notice
Reading area / quiet	_____ —	_____ —	_____ —
Outdoor area	_____ —	_____ —	_____ —
Malleable (playdough etc.)	_____ —	_____ —	_____ —

## How to fill it in

**ALWAYS AVAILABLE:** The basic resources that are there every week (paper, pencils, blocks, role-play kitchen). You can copy this from week to week. **THIS WEEK'S ENHANCEMENT:** A small change you've made — a story link in role play, themed loose parts in construction, new vocabulary cards in mark making. **LEARNING TO NOTICE:** What might children show you in this area this week? Specific. 'Children using positional language' is better than 'children developing language.' Keep it brief. The point is to **PLAN INTENTIONALLY**, not to fill in boxes.

### End-of-week reflection (Friday afternoon, 5 minutes)

What did you **ACTUALLY** notice this week? Were the enhancements engaged with? What did you learn about specific children? What will you change next week?

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## What this is NOT

This is not a learning intentions document with EYFS framework codes for every activity. That kind of paperwork doesn't help children — it just satisfies a culture of accountability. This IS a working tool. Filled in with intent. Used to plan and reflect. Visible to other adults so the whole team knows what's being aimed for. Print, write on it, throw it away at the end of the week. Keep the reflections in a folder if your school requires evidence.





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# Quick Assessment Sheet

One page, half-termly snapshot

## How to use

Use this sheet 1:1 with each child for about 5 minutes, three times a year (autumn / spring / summer). It captures development at key checkpoints without requiring vast paperwork. It is NOT a high-stakes test. Frame it as 'I'm going to do some quick activities with you so I know what would help next.' Make it relaxed.

## Section 1 — Communication and Language

Skill	Yes / Emerging / Not yet
Speaks in 5+ word sentences	_____
Uses 'because' to give reasons	_____
Asks questions	_____
Listens to a 2-step instruction	_____
Re-tells a familiar story	_____
Initiates conversation with adults	_____

## Section 2 — Phonics / Letters

Skill	Yes / Emerging / Not yet
Knows the first sound of own name	_____
Recognises own written name	_____
Can write own name (any letter forms)	_____



Skill	Yes / Emerging / Not yet
Recognises 5+ letter sounds	Out of: _____ Sounds known: _____
Can blend simple words (c-a-t)	_____
Can hear first sound in 'cat', 'mum'	_____

### Section 3 — Number and Maths

Skill	Yes / Emerging / Not yet
Counts orally to 10	_____
Counts objects accurately to 5	_____
Counts objects accurately to 10	_____
Subitises to 3 (instant recognition)	_____
Subitises to 5	_____
One more / one less than 5	_____
Recognises numerals 1-5	_____
Recognises numerals 1-10	_____

### Section 4 — Physical (Fine motor)

Skill	Yes / Emerging / Not yet
Pencil grip developing (any tripod-ish)	_____
Cuts on a line with scissors	_____
Threads beads	_____
Buttons / zips own coat	_____
Draws a recognisable person	_____

### Section 5 — Personal, Social, Emotional

Skill	Yes / Emerging / Not yet
Plays alongside other children	_____



Skill	Yes / Emerging / Not yet
Plays cooperatively with another	_____
Takes turns with reminders	_____
Recovers from upset within 5 minutes	_____
Asks adult for help when needed	_____
Settles in school routine without distress	_____

**Notes / next steps**

Top 3 things this child needs next term: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Anything to flag? (SENDCo, parents, transition planning?)

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**Using this with parents**

These sheets, when shared with parents, often calm a lot of anxiety. Parents see exactly what their child can already do, and what comes next. Avoid a 'levels' framing — don't say 'they're behind' or 'they're ahead.' Say 'here's where they are, and here's what comes next.' At parents' evening, having a filled-in sheet is far more useful than a grade or vague comment. It anchors the conversation in specifics.



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# EYFS Parent Communication

Templates for common situations

## Why templates

EYFS teachers communicate more with parents than any other primary year group. New starters, settling concerns, daily updates, achievements, behavior notes, transition info — the volume is enormous and the emotional stakes are high. Templates aren't for being lazy. They're for being CONSISTENT and WARM at scale. Adjust each one to the specific child and family. But don't reinvent the wheel every time.

### Template 1: Welcome to Reception (start of year)

Subject: Welcome to Reception, [child name]! Dear [parent name], We're so pleased that [child] will be joining our Reception class this term. I wanted to introduce myself ahead of [child's] first day. I'm [your name], and I'll be [child]'s class teacher. Our teaching assistant is [TA name]. We're both excited to get to know [child]. A few practical bits for the first week: • School day runs [time] to [time]. Drop-off at [door / classroom]. • Please send [child] in [school uniform expectations]. • [Child] will need a labelled water bottle, book bag, and PE kit (PE day is [day]). If there's anything we should know about [child] before they start — any worries, anything specific that helps them, any concerns — please email me back or catch me at drop-off. We want to start on the right foot. See you on [date]. Warm regards, [Name]

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**Template 2: Settling-in update (week 2)**

Subject: [Child]'s first two weeks Dear [parent name], [Child] has now been with us for two weeks, and I wanted to share a quick update. [Child] is doing brilliantly with [SPECIFIC: e.g. settling at carpet time, making friends, exploring outdoor area]. They especially seem to enjoy [SPECIFIC: e.g. the construction area, story time]. We're working on [SPECIFIC: e.g. building stamina for whole-class times, being more confident at choosing time]. This is completely normal at this stage and we're not worried. If you'd like a chat about how [child] is settling, please catch me at pickup or email back to arrange a time. We'd also love any insights from you about how things feel at home. Warm regards, [Name]

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**Template 3: Achievement note (positive)**

Quick note: [Child] had a brilliant moment today! [SPECIFIC achievement — e.g. read a CVC word independently / wrote their name unprompted / showed real kindness when [child] fell over]. We wanted to share because we know how proud you'll be. [Child] has been working really hard. Thanks for your support at home, [Name]

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**Template 4: Concern note (gentle)**

Subject: Quick check-in about [child] Dear [parent name], I wanted to share something I've noticed and check in with you. It's nothing major, but I think it's worth flagging early. [SPECIFIC observation — e.g. '[Child] has seemed more tired this week and has had a few teary moments at carpet time.' Or '[Child] has had two falling-outs at the construction area. Nothing serious, but more than usual for them.'] I'm wondering if anything's going on that we should know about — has anything changed at home recently? Sleep, routine, family things? We want to support them well, and any context helps. No need to share anything confidential — just whatever feels useful. I'm at [contact options] if you'd like to talk. Warm regards, [Name]

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### Template 5: After a behavior incident

Subject: Letting you know about [child]'s day Dear [parent name], I wanted to let you know that [child] had a difficult moment today. What happened: [BRIEF FACTS — what they did, where, how it ended] What we did: [Calm intervention, restorative chat, consequence if any] How [child] is now: [Are they OK? Did they recover?] We're not concerned about a one-off. We just like to keep parents informed so we're all on the same page. [If relevant: 'It would help if you could mention to [child] that we've spoken about this and that tomorrow's a fresh start.' OR: 'No need to mention this at home — they processed it well at school.'] If this comes up again I'll be in touch. Please let me know if you have any questions. Warm regards, [Name]

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### Template 6: End-of-year transition note (to family)

Subject: [Child]'s journey from Reception Dear [parent name], It's hard to believe [child] is finishing Reception. What a year. [Child] has grown so much. A few things we're especially proud of: • [SPECIFIC — e.g. 'They started the year shy and now lead role-play games'] • [SPECIFIC — e.g. 'Their phonics has come on so much — they're reading simple stories independently'] • [SPECIFIC — e.g. 'They've been a brilliant friend to several other children'] [Child] will be moving to Year 1 with [Y1 teacher's name]. We've written a detailed handover so [Y1 teacher] knows [child] well from day one. If you have any worries about the transition, please let us know. Year 1 is a step up, but we'll support [child] through it together. Wishing you a brilliant summer. With warm regards, [Name]

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## Tone notes

These templates are deliberately: • **WARM** — every email starts and ends with care • **SPECIFIC** — vague is suspicious; specific is reassuring • **HONEST** — don't dress up problems as positives, but don't dump all concerns at once • **EMPOWERING** — invite the family in, don't lecture them • **BRIEF** — busy parents read short emails. 200 words max where possible. Customise. Use the child's name throughout. Add the specifics that make it real. Templates make these emails consistent; care makes them land.



ENGLISH · PRE-K / KINDERGARTEN

# Alphabet Tracing

Uppercase and lowercase, A to Z

## How to use

Trace each letter from the dot. Start at the top of the letter and follow the arrow direction (work left to right). Say the letter sound out loud as you trace it. Practice each letter three times in the boxes provided.

## Letters A–M

A a — apple

B b — bear

C c — cat

D d — dog

E e — egg

F f — fish

G g — goat

H h — hat

I i — igloo

J j — jam

K k — king

L l — leaf

M m — moon

## Letters N–Z

N n — net

O o — orange

P p — pig

Q q — queen



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R r — rabbit

S s — sun

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T t — tree

U u — umbrella

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V v — van

W w — whale

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X x — fox

Y y — yo-yo

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Z z — zebra



## MATH · PRE-K / KINDERGARTEN

# Numbers 1 to 10

Trace, count, and write

## How to use this sheet

Trace each number with a finger first, then with a pencil. Count the matching pictures aloud, then practice writing each number two more times in the boxes.

## Trace and count

1 — one bird . . . . .

2 — two cats . . . . .

3 — three apples . . . . .

4 — four stars . . . . .

5 — five flowers . . . . .

6 — six leaves . . . . .

7 — seven fish . . . . .

8 — eight blocks . . . . .

9 — nine balls . . . . .

10 — ten dots . . . . .



SEL · GRADES 1–2

# Feelings and Emotions

Words to help you say how you feel

## When you're happy...

content	cheerful	joyful	proud
thrilled	delighted		

## When you're sad...

down	gloomy	tearful	lonely
miserable	heartbroken		

## When you're worried...

uneasy	nervous	anxious	frightened
panicked	overwhelmed		

## When you're cross...

annoyed	irritated	cross	frustrated
furious	raging		

## How to use this mat

Stick this mat on a desk or in a journal. When you can't find the word for a feeling, point to the closest one. Words on the right of each line are stronger than words on the left.

