

Courage, capability & what comes next

3.5 – 5 years

Building on What They Know

By the year before school, your child has already spent years learning. We don't suddenly flick a switch and start getting them ready. We build on what is already there. They might be fascinated by numbers, drawing elaborate maps, writing their name everywhere, making up stories, investigating how things work or asking endless questions. We see this as an opportunity to take an interest further, introduce something new or challenge their thinking.

Early literacy and numeracy are certainly part of the picture, alongside science, creativity, movement, investigation and problem-solving. There is also a lot happening that won't fit neatly under a subject heading. Your child is learning to explain an idea, listening to someone else's, continuing when something is difficult, asking for help and increasing responsibility for themselves. And because children are children, those abilities don't necessarily arrive as a matching set.

Supporting Every Learner

Your child might have wonderful language and find change difficult. They may recognise numbers everywhere but need support joining a group. They might learn or communicate differently and need us to change something about the environment or the way we support them so they can fully participate. Another child may be ready to take an idea much further than we expected.

Preparing for School

Knowing your child well helps us work out what they are ready for next. In the year before school, this includes many of the things families naturally think about when they picture starting school. Children are building early literacy and numeracy skills, strengthening the fine motor skills they will use for writing, becoming more independent with their belongings and routines, learning to listen, contributing to group experiences and growing in confidence.

We believe these skills are best developed through meaningful, play-based experiences. You might see children recognising their name because they use it throughout the day, exploring numbers while measuring, building, or keeping score, developing pencil control through drawing and creating, or learning to follow more complex instructions as part of a game or shared project. There is intentional teaching behind these experiences, but there is also a reason for the child to want to be involved.

I am a learner.

I am capable.

I belong here.



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Confident, Capable Learners

As school approaches, we continue to build these practical skills alongside children's confidence, independence, relationships, and ability to keep going when something is challenging. We also work with you and, where possible, your child's school so the next people teaching them have a good understanding of the learner coming through their door.

By the time your child leaves Kool Beanz, we want them to have developed the knowledge and skills that will support their transition to school. Just as importantly, we want them to know how to use those skills, be curious enough to keep building on them and see themselves as capable learners who are ready for whatever comes next.



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I am capable.
I belong here.