

Transition to School



Little 1 Nursery

Children in their earliest years are making links in their brains at a faster rate than they will ever do again. Learning is most effective in a stimulating environment, full of adults who are interested as them as individuals.

Introduction

- What is a transition?
- Effective Transitions
- School readiness
- Deciding which schools to apply for
- How to make an application
- How applications are processed
- Timeline - important dates
- Deceleration & deferment
- What schools offer through the transition period
- What we do as a setting to prepare your child for school

What is a Transition?

For many children and their families, transitions are smooth and are seen as exciting challenges.

Good transition experiences develop children who can already make strong attachments, can cope with and relish change and are excited by new opportunities.

Parents beware: Don't pass your worries onto your children. Life isn't just about to change for them, you will have new routines too. Stay positive!

Effective Transitions



The impact of moving to a new setting can affect a child's confidence but can also help to build their resilience and adaptability.

We believe the key ingredient to supporting children is treating each child as an individual.

We promote this the whole way through Little 1's.

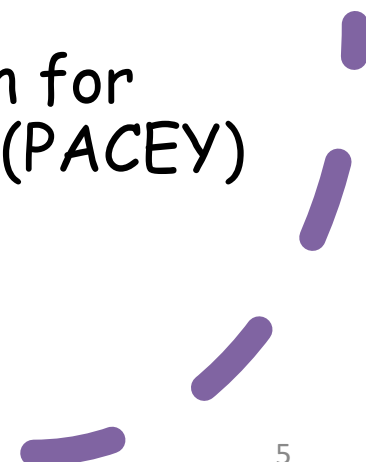
A report in 2005 by the National Foundation for Educational Research advised that the best transitions where conditions are similar, communication is encouraged and the process of change takes place gradually over time.

Smooth transitions in the past will help in later life to become strong, resilient adults who are capable of change.



"A recent survey of over 2000 adults shows that almost three quarters (71%) of parents were anxious about their child starting school for the first time in September, with close to half of parents (48%) more anxious than their child about starting school"

* Professional Association for
Childcare & Early Years* (PACEY)



Cultural Capital British Values

Cultural Capital

- Immediate culture around them.
- It is the essential knowledge that children need to be educated citizens.
- It's to support children of different abilities and backgrounds to have the help and encouragement they need to be at the highest level they can be for themselves to give them the best opportunities going forward.

British Values

- The Fundamental British Values have been raised by the government to articulate a set of values within a broad anti-terrorism strategy, defined as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Dual Setting

- Please let us know if your child attends another setting, it's a great way to work alongside them and to share different information! 😊



Preparation For School

We hope to help encourage motivated and independent learners who seek challenges and high self esteem to face the school environment.

We focus on supporting the children which all leads on to supporting them at school.



School readiness: A child's point of view

- School readiness varies for individual children, parents and settings!
- We aim to all work together to provide a consistent approach.
- From a child's point of view, they will be excited, enthusiastic, curious and confident about learning.
- Be ready and resilient to take on all that is on offer.
- Feel safe, secure and cared for.
- Know they are at the forefront of the adult's mind.
- Feel that their contributions are valued and respected.
- Be comfortable to communicate their thoughts and ideas.
- Start to develop an awareness of their behaviour.
- To be independent by using self-care skills such as putting on their coat and independently washing their hands.
- Starting to share and play cooperatively.
- Be comfortable in approaching others.





School readiness:
A family's point of
view

A family's point of view.....

Recognising you are your child's most important role model.

Having fun with your child.

Using everyday learning opportunities for your child to take the lead such as bedtime story, letting your child choose the story.

Doing both familiar and new and different things that you find exciting that you are discovering together.

By celebrating achievements no matter how small.

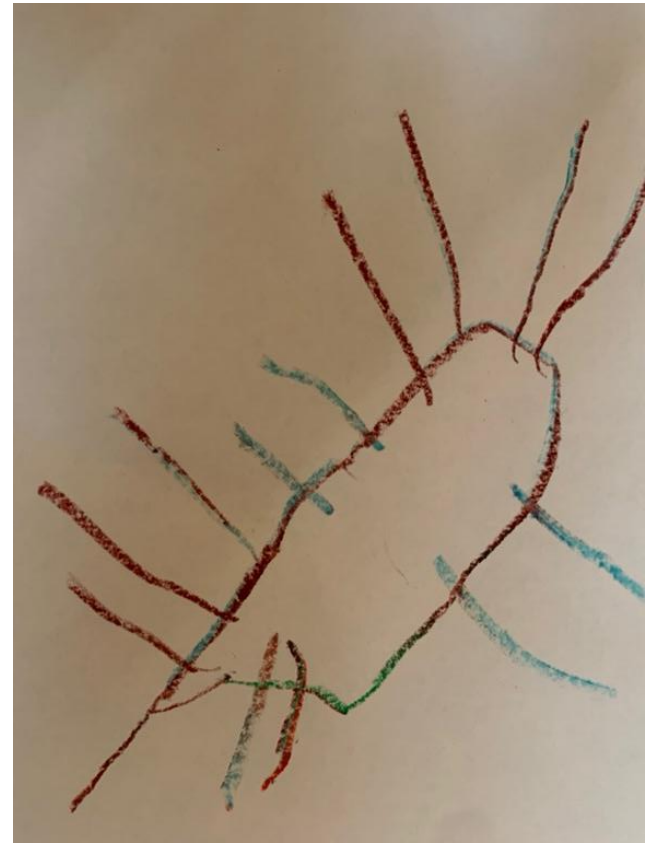
Providing opportunities to encourage them to be independent such as getting themselves dressed & undressed, brushing their teeth and pouring their own cereals.

Allowing enough time for rest and play.

Having a good sleep routine.

Involving your child in getting to know their school.

Ensuring your child is as healthy and active as they can be.



School readiness:
Little 1's point of view

Little 1's Point of view

We hope to demonstrate professional respect from the school from sharing information on your child and their unique journey.

To provide challenging activities

To enthuse, engage and motivate.

To have good relationships with you as a family.

To promote the key person role to listen to any worries, concerns or questions about school from your child.

Provide continuity of care.

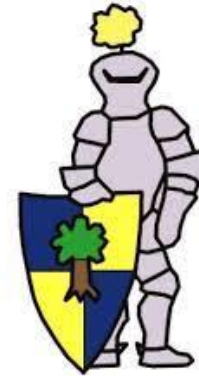
To observe, assess, plan and extend your child's learning.

We liaise with the schools to discuss any educational needs, reports or progress checks.

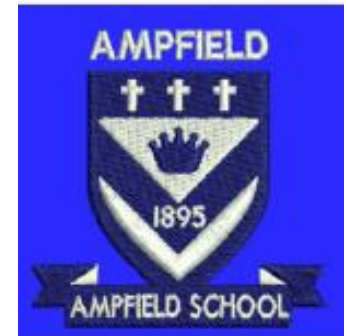
Visiting Schools



Knightwood



School Association



Nightingale Primary School



**SHERBORNE HOUSE
SCHOOL**

Deciding which schools to apply for

We recommend that you visit your local schools to see what they have on offer.

This is a good way to speak to the teachers and ask any questions you may have. Each school is different.

Personal preferences, gut feelings, think about how your child would fit in at the school.

Schools make individual arrangements for open events in the autumn term.

The school websites will have a range of useful information and sometimes a prospectus that you can download.

You can find all Hampshire school websites at <https://www.hants.gov.uk/educationandlearning>

School profile is intended to be an effective way of giving parents key information including latest Ofsted.



How to make an application

- Apply online at www.hants.gov.uk/admissions - find out sooner online!
- Paper application form available from your catchment school
- (CR2) RETURN TO THE SCHOOL - paper copy you get from school

How Applications are processed

- All applications will be considered together
- Each school states in their policy how applicants will be prioritised if a school is oversubscribed
- More information at <https://www.hants.gov.uk/educationandlearning/admissions/applicationprocess/howitworks>

Timeline: Dates

- November - Application portal opens.
- January - Online application system closes.
- April - on time applicants will be notified of the outcome of your application either via email if you applied online or by post if you applied on a paper application.
- Waiting list established end of April.



How do I find out my catchment school?

<https://maps.hants.gov.uk/SchoolCatchmentAreaFinder/>

Do parents have a right to a place at a school of their choice?

No parents do not have an absolute right, you do have a right to state a preference, if the council are unable to meet a parental preference, parents have the right to appeal

Remember

- Accepting a place at a school that is not your catchment school does not guarantee a place at the same school for other children in your family
- Attending a Pre-school described as 'linked' to a school also does not guarantee a place.
- Catchment is determined by home address
- Make sure your application is submitted on time and to the right place
- Use your preferences wisely: investigate and visit schools.

Deferral and Deceleration

Before deciding to decelerate your child's admission, you should first contact the school(s) you are interested in applying for. They will be able to explain the provision on offer to children in year R, how it is tailored to meet the needs of summer born children, how those needs will continue to be met as the children move up through school. They may also be able to share any concerns that you may have about your child's readiness for school.



What schools offer through the transition period

- All schools vary on their transition links
- Christmas nativity/play in the playground/ teddies bear picnic/ use of the library
- Majority of schools will send a teacher to our nursery to visit your child in the setting.
- Key Person visit school.
- In the past it has been dependent on the school, but some schools invite your child's key person to visit the school and meet with the teacher. We will pass on any information that we feel necessary such as friendship groups, likes, dislikes & allergies etc.



What we do as a setting

- Getting Ready To Read
- Key Time
- EYFS
- Mark Making
- Transition Activities



- As a setting we encourage the children to get involved in lots of different activities that help to build up different skills. Activities include recognising names, counting activities, carrying a tray (practicing for lunch) mark making, helicopter stories and many more.

Importance of Nursery Rhymes

- Nursery Rhymes help memory, singing a song helps them absorb the pattern, they learn familiar sequences and anticipate what is going to happen, helping the brain to grow in a way that will aid logic and then help with language and mathematical thinking.



Characteristics of Effective Learning

Playing and Exploring

Engagement

Finding out and exploring
Playing with what they know
Being willing to have a go

Active Learning- Motivation

Being involved and concentration
Keeping trying
Enjoying and achieving what they set out to do

Creating and thinking critically -thinking

Having their own ideas

Making links
Choosing ways to do things

A photograph of two young children sitting on a light-colored wooden floor. The child on the left is a girl with blonde pigtails, wearing a green patterned dress and a pink knee brace on her right knee. The child on the right is wearing a grey patterned t-shirt with a large pink heart on the chest and dark blue leggings. They are both sitting on the floor, which has a white line drawn on it. The background is a plain white wall.

Helicopter Stories

We encourage the children to join in with Helicopter stories which entails the children to make up their own stories and act them out with a group of friends. This is also a great way to boost a child's confidence.

Forest School

We try to incorporate Forest school activities into our learning. Activities such as mark making with sticks in mud, building up hand muscles and gross motor skills with clay, singing songs and lots more.



School Group Time

At the beginning of the summer term, we will begin to do Transition To School activities daily with the children





Trying on
School
uniform



Letter
formation

Scissor Skills



Scissor skills

- Scissor skills are important as they help to build up hand eye coordination as well as fine motor skills. These muscles are important for everyday activities such as brushing your teeth and getting dressed.
- Cutting encourages children to do different things with each side of their body - one hand holds the paper whilst the other hand holds the scissor. This is called "bilateral coordination" and is important for everyday activities such as zipping up coats and pants, doing the dishes and writing.



Key Time

- “Children are born ready, able and eager to learn, they actively reach out to interact with other people” (EYFS 2012)
- Family time is an opportunity in the day when the key person works closely with their small group of children
- Focus on children's current interests and plan activities for next steps
- Age and stage appropriate recognizing letters and building confidence through independence building skills.



Getting Ready To Read

We will support children by

- Tuning into different sounds.
- Encouraging listening and remembering skills.
- Talking about the sounds in stories for example "weeeeeeee"
- Introducing patterns and repeated sounds.
- Singing songs and rhymes to build phonemic awareness.
- Playing games such as word and letter games.
- Look at different signs and logos.
- Pointing to pictures and encouraging children to participate in the story telling.
- Offering a variety of books.



+

•

0

Key group time

- Family time is an opportunity in the day when the key person works closely with their small group of children
- Focus on children's current interests and plan activities for next steps
- Age and stage appropriate recognizing letters and building confidence through independence building skills.

Mark Making

For fine motor skills to progress the bones are not formed for girls until they are 4 years 5 months and boys 5 years 6 months.

If your child shows an interest, we will help them with the letter formation and will mark make in a variety of ways such as painting, chalking, making marks in paint, flour, shaving foam and molding letters from dough. There are different stages of mark making



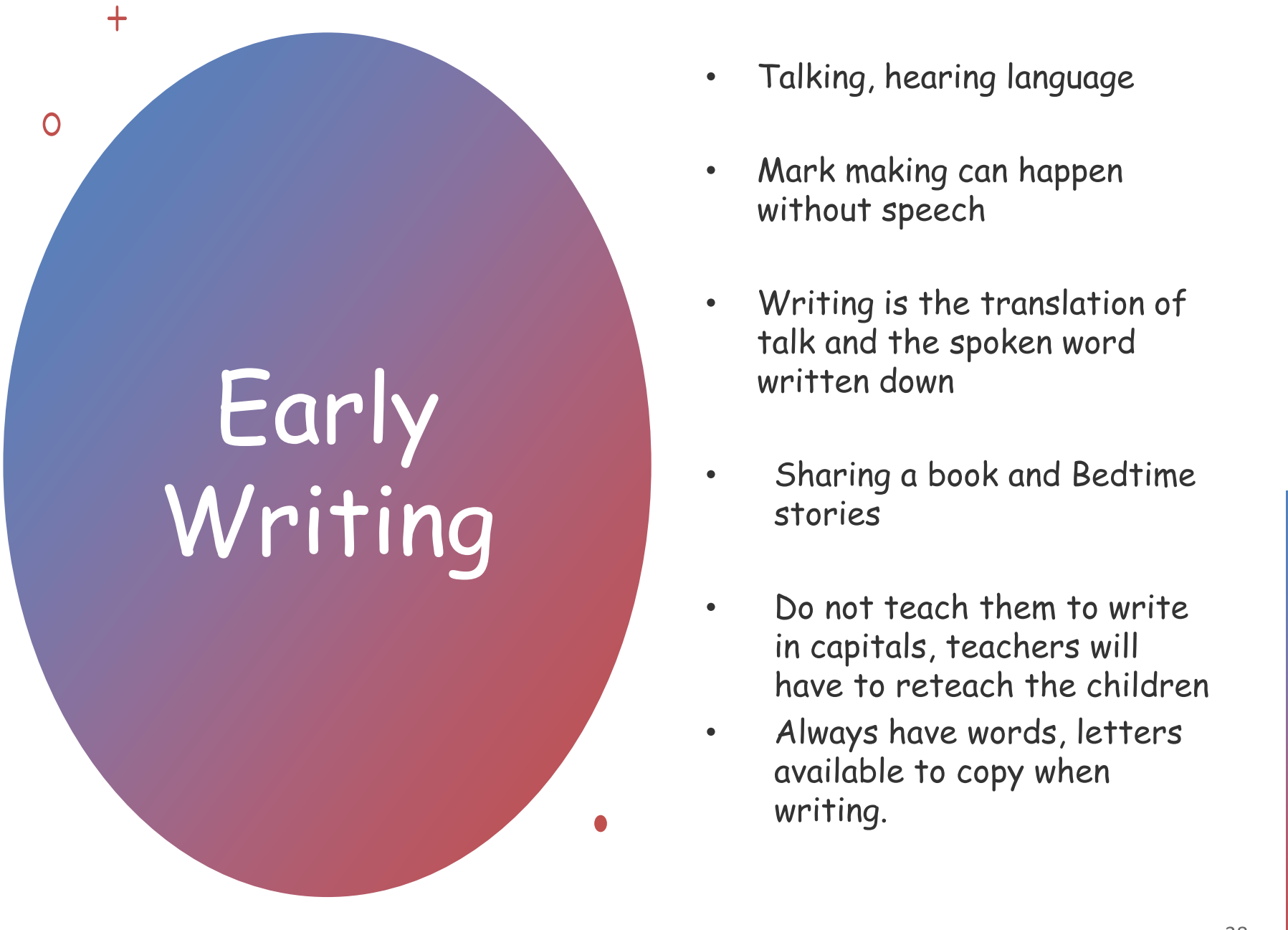
Stages of Mark Making development



Children need to do lots of activities such as digging and throwing and catching a ball to develop gross motor skills which in turn will help with your child's fine motor skills and writing and letter formation

Mark making doesn't necessarily mean sat at a table writing with a pen or pencil.

- It means from a young age as a baby crawling building up muscles
 - Learning to feed themselves
 - Shoulder roll movement
 - Elbow bend
 - Wrist flexing
- Different grips include palmer & pincer



Early Writing

- Talking, hearing language
- Mark making can happen without speech
- Writing is the translation of talk and the spoken word written down
- Sharing a book and Bedtime stories
- Do not teach them to write in capitals, teachers will have to reteach the children
- Always have words, letters available to copy when writing.



Early Writing

- 4 key movements
 - Downwards marks
 - Anti clockwise
 - Over arching
 - Under arching
- Bilateral hand movements - easel, brushing the fence
- Active and stabilising hand
- Everyday tasks - dustpan and brushes

Pre Reading



Matching; card games, Dominos, Pairing socks



Rhyming; Missing off the end of nursery rhymes, Humpty dumpty sat on the....



Letter skills; letters in the environment, self registration



Direction; reading from left to right



Motor skills; mentioned before dough



Concept of print; handling books, visit library, talking about the book



Language skills; conversations



Pre reading skills are important before we begin the task of learning letters and then decoding them to make sounds.

Wrap Around Care



There are local breakfast and afterschool clubs around and some linked to and at the schools



Individual schools will inform you more of breakfast clubs and afterschool care..

Thank you, we hope you found it informative...

Any questions please email
gemma@little1nursery.co.uk
beth@little1nursery.co.uk

