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# Castle Douglas Primary One Transition Booklet

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Primary One  
Castle Douglas

## CASTLE DOUGLAS PRIMARY SCHOOL

### Welcome

We would like to take this opportunity to welcome you and your child into Primary One at our school.

We hope this booklet will reassure you and address some of the concerns you may have regarding your child's move into school.

We understand that transition from Nursery into Primary One is a big step for all children and their families, perhaps even more so at this time of uncertainty and change, but please know that we will be there to help and support your child and yourself in whatever way we can. As the person who knows your child best many of the activities you do with them will already have helped them develop a great number of skills; in addition your child will have done lots of learning at their nursery setting. We place great value on the learning that can be achieved through involvement in everyday tasks, engaging in play activities and having fun with friends and family. Please remember there is plenty of time for more formal learning and teaching, such as reading, writing and sounds work once your child is in school and following the structured programmes within the class.

With this in mind we have put together some information and a selection of ideas which we feel could support your child at this time.

## Social and Emotional Development



As your child gets ready for school their social and emotional development is of huge importance, and the area where support from home can have the greatest impact. A child who is confident, independent, prepared to try things for themselves and who understands the need to listen and follow instruction, will cope well with the move into the Primary One classroom. At school children are expected to be responsible for themselves and their belongings. This includes taking their coats off, hanging them up, packing and unpacking their school bags and homework, going to the toilet, and washing and drying their hands unaided, eating their lunch, learning and following class and school rules, and carrying out instructions given to the whole class. At home you can help prepare them for starting school by working the activities listed below:



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- Practise putting on and taking off their own jacket, and zip/ button it up.
- Practise getting dressed and undressed independently for PE or outdoor play- can they recognise their own clothes/ sort clothes that are inside out?
- Practise putting on/ off their own shoes or wellies ( it may help to put stickers for L or R inside shoes to help children match them correctly)
- Make sure they know what their wellies/ jacket/ school bag looks like. Show them where to find their name if unsure.

[To help with all the above please make sure your child has shoes they can manage (i.e. unless you know your child can tie their laces please choose velcro fastenings), and put names on everything- especially any items of uniform, where there are lots of children wearing the same. Children can become quite distressed if they feel they have lost something and think they will get into trouble at home]

- Practise tidying up- this is a very important part of school life, and a very useful life skill! Make it fun by helping and having a race. Make it easier by concentrating on one thing at a time. Asking children to tidy up their bedroom is too big a task and they won't know where to start.
- Play board games, or any other appropriate activities involving other people- these will help your children learn about waiting, taking turns and developing concentration.
- Encourage your child to complete tasks they have started.





Primary One has a play based curriculum, however, within this there is a specific daily routine both in and out of the classroom which children will learn and be expected to follow. In practice this means there will often be times where children are required and expected to follow adult direction, for example in terms of sitting still within a group or class, listening to the teacher and other children, lining up to move around the school, walking quietly, completing particular tasks and activities etc. Support from parents to reinforce this at home is invaluable.



## Physical Development

This is another aspect of your child's development which you can support at home, in order to ensure they are ready to progress in their learning in school. Here are some examples where you can help

### Fine motor -hand and finger movement

Good hand control makes it easier when learning to control a pencil in readiness for writing. Try these to help at home:



- Threading-beads, pasta etc
- Dough for moulding and rolling
- Tearing paper to make a picture
- Cutting and sticking- when holding scissors thumb should be on the top, scissors pointing forward and other hand holding the paper to support
- Working with small construction resources such as lego or wooden blocks
- Fastenings such as buttons or zips
- Pouring from a jug or any other containers- in the bath, garden or at mealtimes
- Practise using cutlery- spoon for yoghurt, soup etc, knife for spreading, knife and fork for eating main meals- at school your child may need to cut up sausages or pizza, mash up a baked potato or eat a pudding.



Give your child lots of opportunities to use paper and writing materials, such as thick pencils, crayons and felt pens:

- Encourage drawing of lines ( straight, wavy, zigzag), circles crosses, squares, hearts etc- make patterns with these shapes
- When drawing horizontal lines encourage going from left to right, when drawing vertical lines encourage going from top to bottom. This supports correct letter formation when writing starts to be taught at school
- Draw people putting increasing detail in pictures, such as hands and feet, fingers, eyes, clothing. Start to give people a body rather than a stick person.

[Note: some children may show some interest in writing e.g. their name. Whilst we do not discourage this, it is not an expectation at this stage and we would much rather that children focussed on the pre-writing skills listed above. If, however, your child really wants to write we would ask that you encourage the correct formation e.g. a capital letter only at the start, most letters go from top to bottom and are formed with one pencil movement. Writing is taught through a very structured programme in Primary One, and experience has shown us that children can find it very difficult to re-learn incorrect formations.]



### Gross Motor- Large Physical Movement

All these activities will help build and strengthen your child's physical capability, and improve their fitness and focus

- Jumping back and forwards
- Jumping from a height/ jumping over low objects
- Hopping e.g. playing hopscotch
- Walking backwards
- Skipping to music (without a rope)
- Kicking a static/ moving ball
- Catching and throwing to an adult or into a container - use beanbags, different sized balls, scrunched up paper
- Skittles- use empty food boxes
- Balancing on one leg and count to 3- increase the number as your child improves
- Balancing along planks of wood/ or walking along a line
- Running round obstacles- you could make an obstacle course in the garden
- Riding a bike
- Swimming
- Having fun at the park

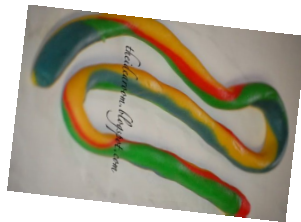


There are also many ways in which you can support your child in their maths and language development. Here are a few:



### Maths Activities

- Colours and Shapes - look for these around the house and when out walking. Play I-Spy with colours and shapes.
- Help to set the table- matching and counting plates etc.
- Use teddies to play hide & seek games using position words - in, on, under, beside in front, behind, between, high and low.
- Build towers, make trains or play dough snakes and use measurement words - short, tall, big, small, long, thick, thin.
- Put their toys in order of size.
- Count EVERYTHING - stairs, buttons, cars, lampposts.
- More or less - compare toys, buttons etc.
- Share out their sweets or toys.
- Look for numbers on cars and doors.



- Complete a colour pattern using Lego, blocks or beads - red, blue, red, blue and so on.
- Time sequences - talk about your day - "After lunch we will go to the park then we'll.....! Talk about today, tomorrow, yesterday, before, after and next.
- Bake cakes - lots of opportunities for counting and measuring, more, less, full, empty.
- Make play dough
- Simple problems using toys or buttons - show me 3 cars, now make that 4 (or 1 or 2) adding on and taking away to get the number asked for.
- Sort the washing and put the socks into pairs.
- A trip to the supermarket provides endless opportunities to develop the understanding of colour, counting and size.



## Language Activities



- Encourage eye contact when talking.
- Read stories whenever possible- With new stories ask "What do you think this story is about?" "What do you think will happen next?" "Why do you think that happened?" Involve your child but do not spoil the story by asking too many questions.
- Say or sing Nursery Rhymes - play games and miss out words or say the wrong word.
- Read rhyming stories.
- Play rhyming games - fat, mat, sat.
- Re-tell favourite stories using the pictures as prompts or use puppets.
- Look for road signs, street signs.
- Play board games and snap.
- Play I-spy saying the letter sound rather than the name of the letter. When you first introduce this game it is easier if you select a few objects and place them in front of your child so that their choices are limited or use a picture book.
- Look for well-known shop signs, car logos etc.
- To help recognise their name you could make a sign for their room, or where they hang their jacket up so they are used to seeing it
- Find the letters in his/her name on signs, in books etc.
- Copy clapping patterns.
- Clap word patterns e.g. penguin - 2 claps, elephant - 3 claps



We hope you have found this booklet useful, and that you will feel reassured about your child's readiness for starting school. We are looking forward to meeting them in due course.

Please do not hesitate to contact us on our class emails if you have any queries.

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