**ELC/P1 Transition Programme May-June 2019**

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| **Week Beginning** | **MONDAY** | **TUESDAY**  **1:45-2:15**  **(empty classroom)** | **WEDNESDAY**  **9:30-10:00** | **THURSDAY**  **1:15-1:45** | **FRIDAY**  **9:15-9:45**  **(empty classroom)** |
| **6th May**  Play and Explore P1 environment | HOLIDAY | INSERVICE | Group 1 Miss MacLachlan  Group 2 Ms King |  | Group 1 Ms King  Group 2 Miss MacLachlan |
|  | Group 3 Miss MacLachlan‘s class |  |
| **13th May**  Hungry Caterpillar Story + Activity |  |  | Group 1 Ms King  Group 2 Miss MacLachlan |  | Group 1 Miss MacLachlan  Group 2 Ms King |
| Group 3 Miss MacLachlan’s class |  | Group 3 Ms King’s class |  |
| **20th May**  Life Cycle of a butterfly paper plate activity | HOLIDAY |  | Group 1 Miss MacLachlan  Group 2 Ms King |  | Group 1 Ms King  Group 2 Miss MacLachlan |
| Group 3 Ms King’s class |  | Group 3 Miss MacLachlan‘s class |  |
| **27th May**  Frog Lifecycle Headband |  |  | Group 1 Ms King  Group 2 Miss MacLachlan |  | Group 1 Miss MacLachlan  Group 2 Ms King |
| Group 3 Miss MacLachlan’s class |  | Group 3 Ms King’s class |  |
| **3rd June**  Chicken Lifecycle – Nest of eggs |  |  | Group 1 Miss MacLachlan  Group 2 Ms King |  | Group 1 Ms King  Group 2 Miss MacLachlan |
| Group 3 Ms King’s class |  | Group 3 Miss MacLachlan’s class |  |
| **10th June**  Play and explore session and discussion of learning |  |  | Group 1 Ms King  Group 2 Miss MacLachlan |  | Group 1 Miss MacLachlan  Group 2 Ms King |
| Group 3 Miss MacLachlan’s class |  | Group 3 Ms King’s class |  |
| ELC children will be split into three groups; Groups 1 and 2 - AM children and Group 3 - PM children. Transition groups **are not** the finalised classes for P1 in August.  ELC children will join P1 children for **one teaching session** each week and then **one further session led by ELC staff** in the P1 classroom.  The focus for teaching sessions is detailed above. The focus for empty classroom sessions will be decided by ELC staff to ensure children’s learning is built upon and progressed appropriately. | | | | | |