

# Transition from Nursery to Primary School

## RESOURCE PACK



**For Young Children  
and their Supporters**

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# Introduction

**Transition is just another word for change<sup>e</sup>**

Transitions are the moves children and young people make from home to nursery, from stage to stage and through Curriculum for Excellence levels. Transitions are part of everyone's life.

When transitions work well they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

The vast majority of children and young people look forward to moving on in learning and in life. For some children transitions can be challenging and support from parents and staff at school can help the transitions go more smoothly.

Some children may need particular help perhaps including some other agencies to ensure that they feel confident about the transitions. It helps children at all transitions if staff and parents:

- Talk with them about what is going to happen
- Encourage them to talk about any concerns or anxieties
- Listen carefully to their concerns and consider sharing them with other relevant people
- Help them become familiar with the new setting and what will be expected of them.

*Scottish Government Curriculum for Excellence Fact-file - Transitions June 2011*

Planning should start at the beginning of the child's last year in nursery. The more complex a child's additional support needs the more time is needed for planning and preparation. Each young person is individual and thus the solutions will be individual.

This pack has been put together to help parents and pre-school staff plan transitions for children moving from pre-school to primary school.

It provides a range of tools and examples of good practice which centres can adapt to meet the needs of the children in their centres.

Further copies of this pack can be downloaded from:

[Transition from Nursery to Primary School - Resource Pack](#)

School Badge

# All About My New School

Insert Photo of School

# All About My New School

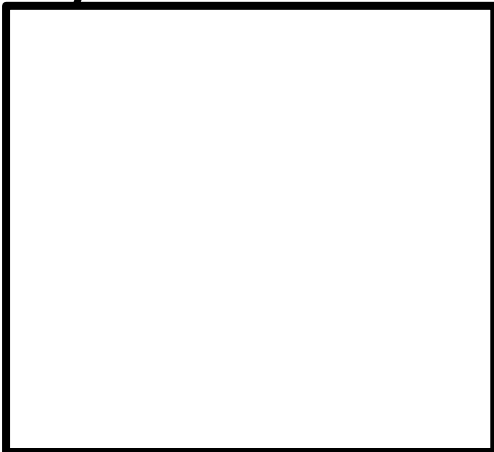
My name:

My new school name:

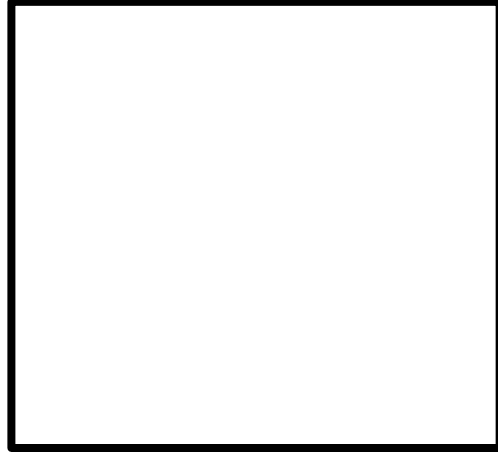
My school uniform:



My head teacher



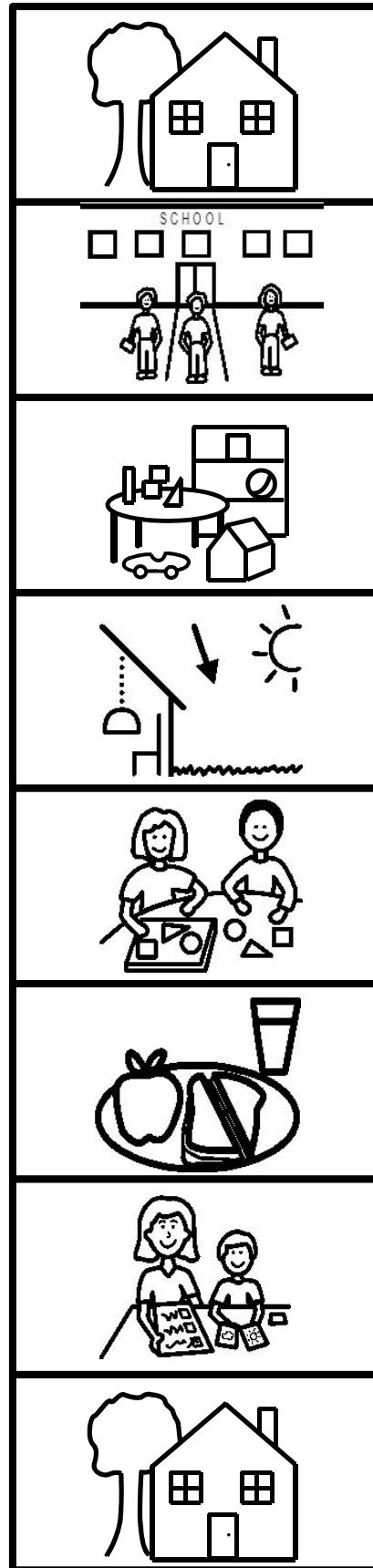
My class teacher



I will start P1 on \_\_\_\_\_

# Visual time line - school day

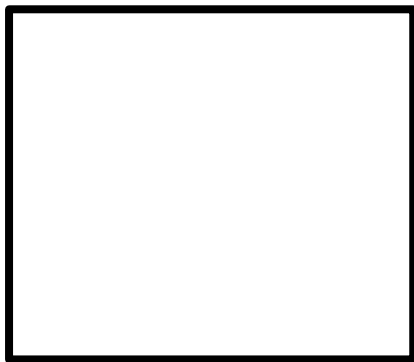
- Leave home
- Arrive at school
- Class time
- Playtime
- Class time
- Lunch
- Class time
- Home time



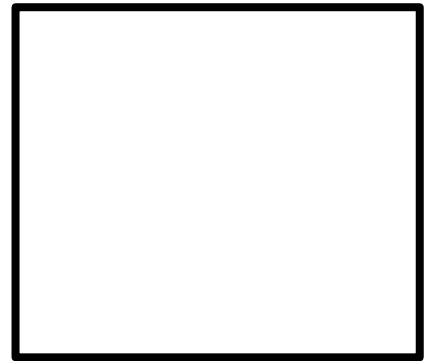
I am looking forward to my new school because:



I might need some help with:



My friends will be at school with me:

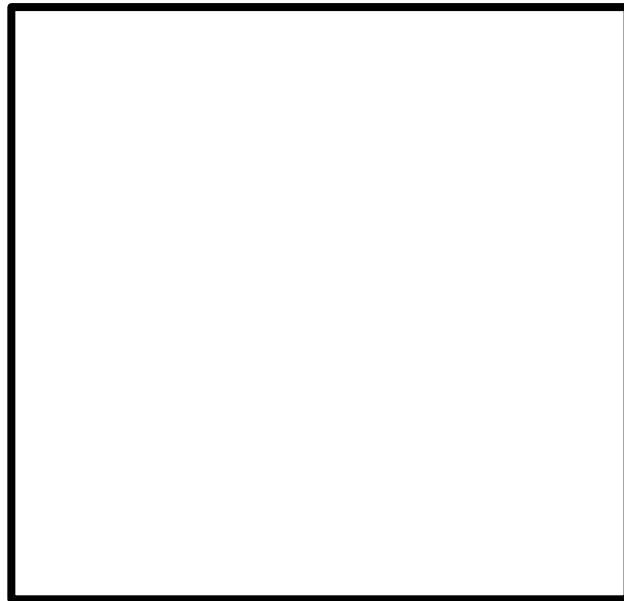




If I need help I can ask:



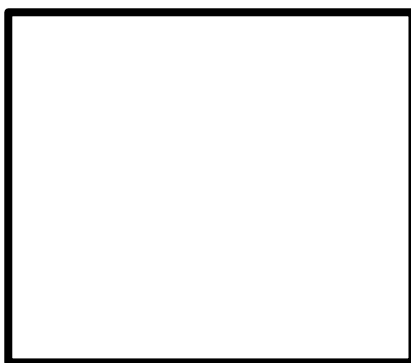
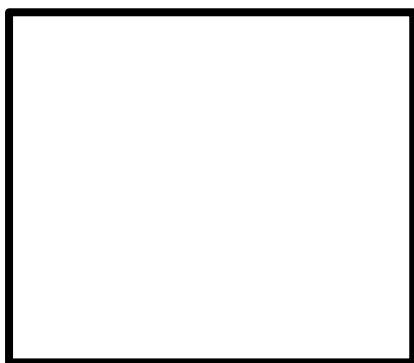
My buddy will be:



They can help me:

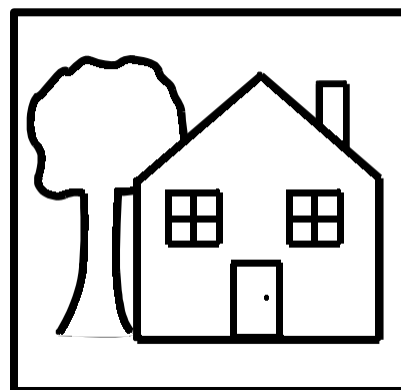
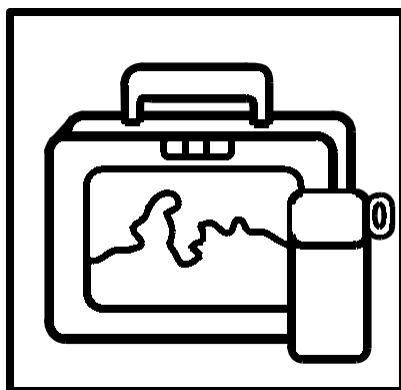
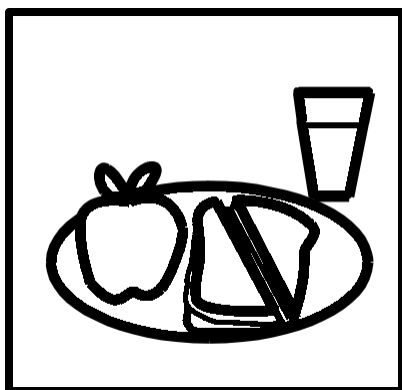
- In the playground
- At lunch time
- To find things

At lunch time and play time I can:

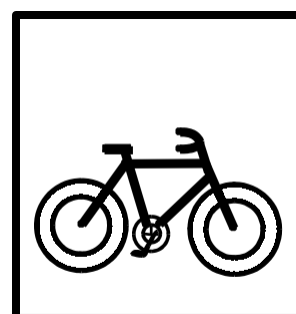
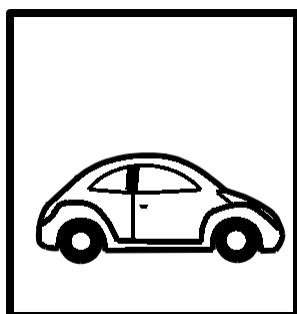
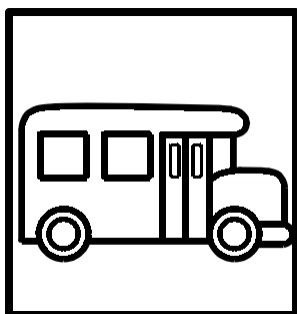


Play with \_\_\_\_\_

At lunch time I will:

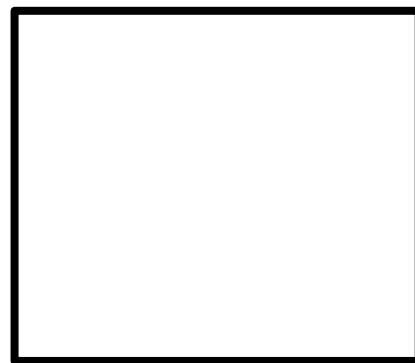
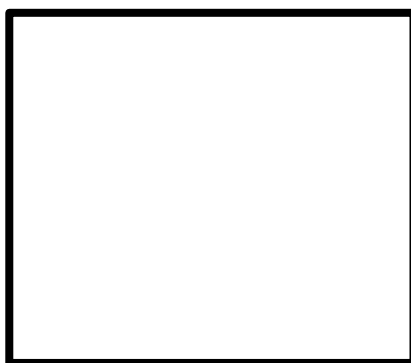
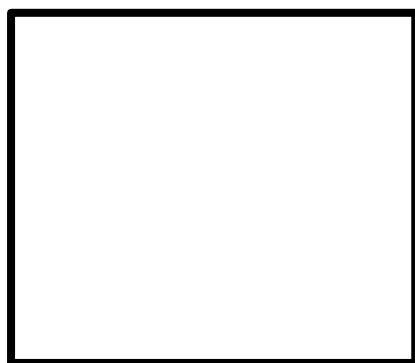
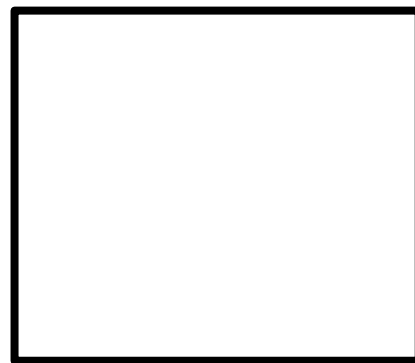
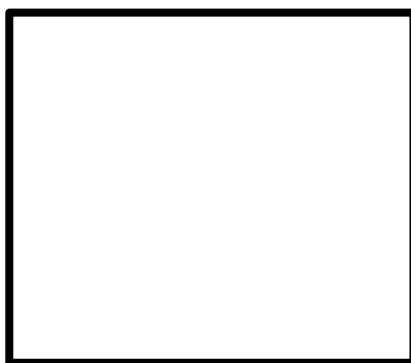
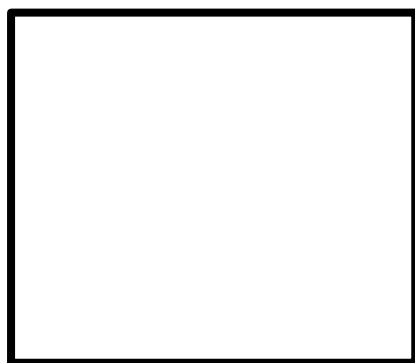


I will go to school and go home by:



School rules help us all know what to do and make school a happy place.

School rules:



If I break a rule, I should say:



And try not to do it again.

Meeting new people will be part of starting a new school. All the children will be going through the same thing.

I can make new friends by:

- Smile



- Tell them my name



Hello I am  
\_\_\_\_\_

- Ask them their name



Hello who are  
you?

- Ask them what they like doing

- Tell them what I like doing

- Choose things we could do together at play time or after school.

- If I am worried about anything I can talk to:

\_\_\_\_\_

Other people I might meet:



Bràiste na Sgoile

# Mun Sgoil Ùir Agam

Cuir a-steach dealbh na  
sgoile

# Mun Sgoil Ùir Agam

M' ainm:

Ainm na sgoile:

Èideadh na sgoile:



Ceannard na Sgoile



An Tidsear Agam

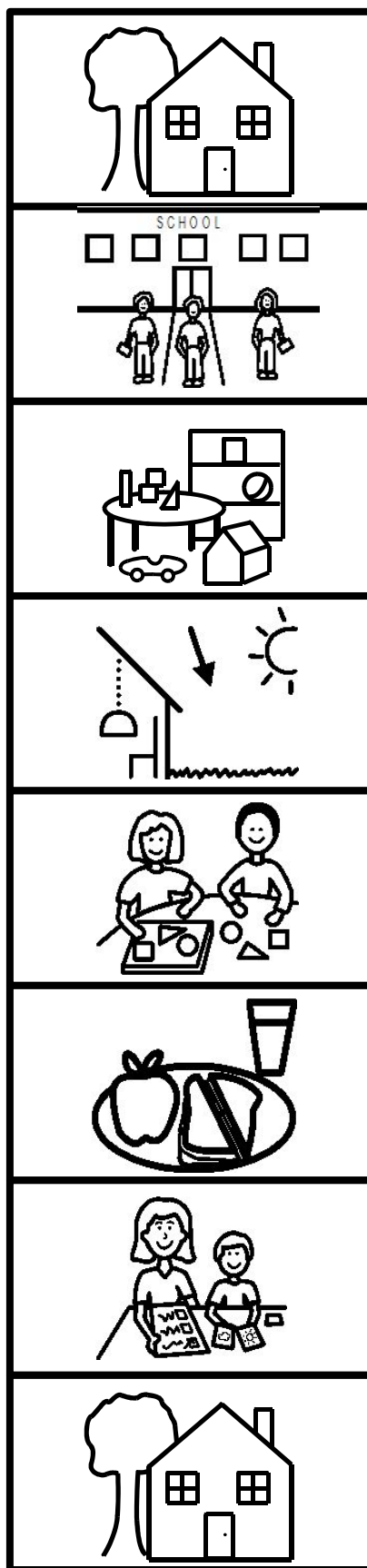


Bidh mi a' tòiseachadh air P1 air

---


# Latha na sgoile - dè agus cuin?

- A' fàgail na dachaigh
- A' ruighinn na sgoile
- Obair-sgoile
- Àm pleidhe
- Obair-sgoile
- Àm lòin
- Obair-sgoile
- A' falbh dhachaigh


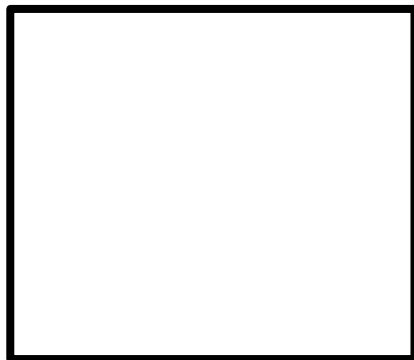
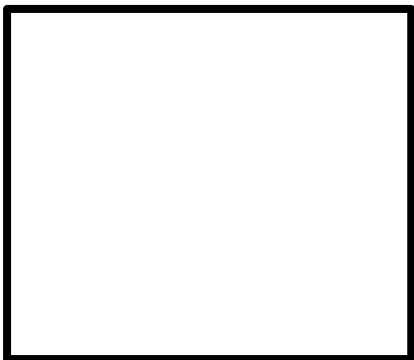




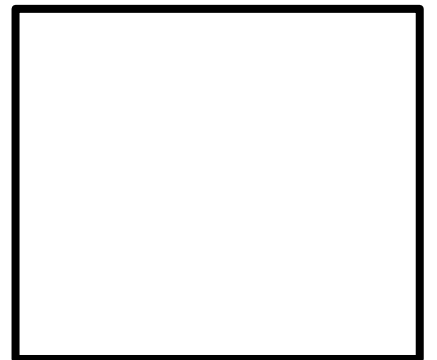
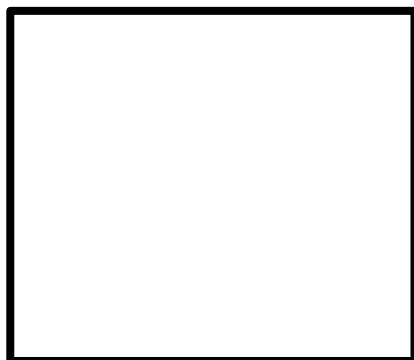
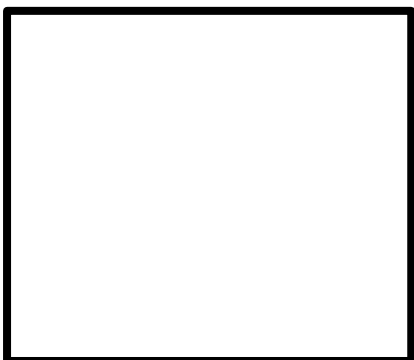
Tha mi a coimhead air adhart ris an sgoil ùir  
agam oir:



'S dòcha gum feum mi cuideachadh le:



Bidh mo charaidean anns an sgoil còmhla rium:



Ma bhios mi ag iarraidh cuideachadh, faodaidh mi foighneachd do:

Am Budaidh agam:

Cuidichidh mo Bhudaidh mi:

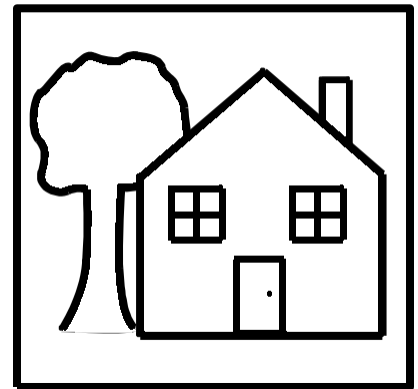
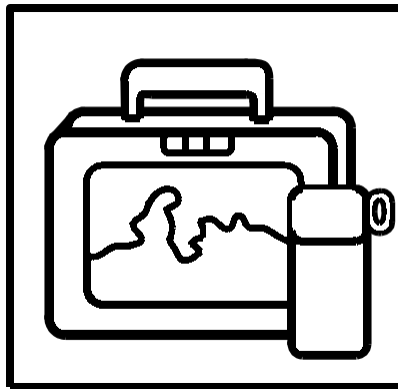
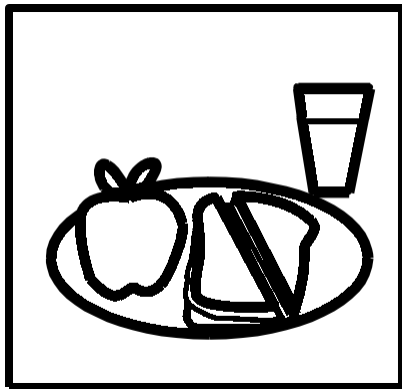
- San raon-chluich
- aig àm-lòin
- gus rudan a lorg

Aig àm-lòin agus àm pleidhe faodaidh mi:

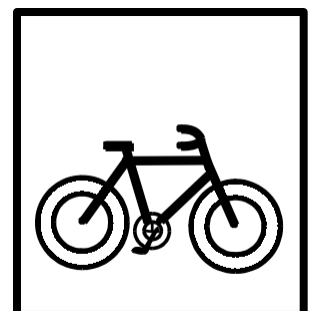
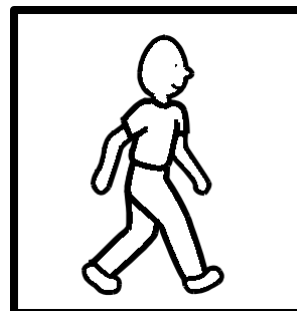
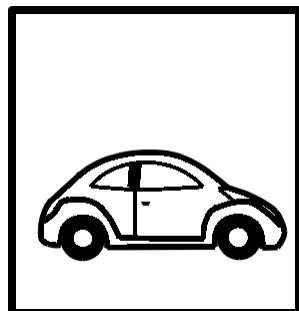
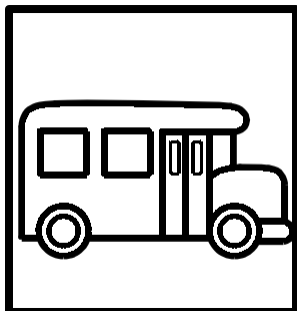


Cluiche còmhla ri: \_\_\_\_\_

Aig àm-lòin bidh mi:

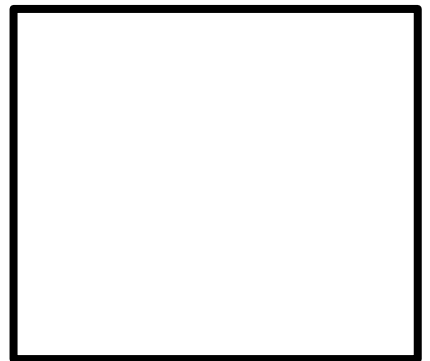
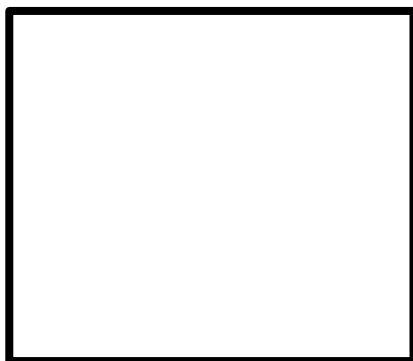
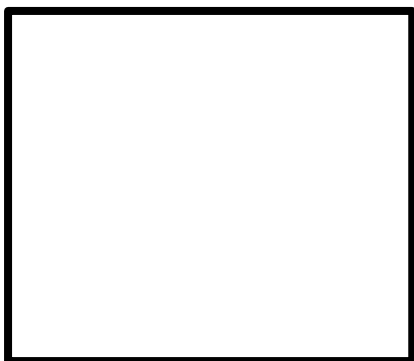


Mar a bhios mi a' siubhal dhan sgoil agus dhachaigh:



Tha riaghailtean na sgoile ag innse dhuinn uile dè bu chòir dhuinn a bhith a' dèanamh agus tha seo a' dèanamh na sgoile na h-àite toilichte.

Riaghailtean na Sgoile:



Ma bhriseas mi riaghailt, bu chòir dhomh seo a ràdh:

Tha mi duilich



Agus feuchainn gun a dhèanamh a-rithist.

Bidh mi a' coinneachadh ri daoine ùra nuair a thòisicheas mi san sgoil. Bidh a' chlann air fad a' dol tron aon rud.

Nì mi caraidean ùra mar seo:

- Dèan gàire



- Innis dhaibh m' ainm



Halò, is mise  
\_\_\_\_\_

- Foighnich dè an t-ainm  
A th' orra fhèin

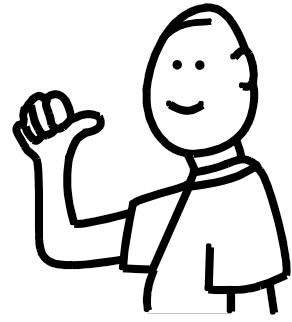


Halò. Dè an  
t-ainm a th'  
ort?

- Foighnich dè is toil leotha a bhith a' dèanamh
- Innis dhaibh dè is toil leatsa a bhith a' dèanamh
- Tagh rudan a dh'fhaodadh sibh a dhèanamh còmhla aig àm pleidhe no às dèidh na sgoile
- Ma bhios càil a' cur dragh orm faodaidh mi bruidhinn ri: \_\_\_\_\_



All About Me



Insert Photo

# All About Me

My Family



My Pets



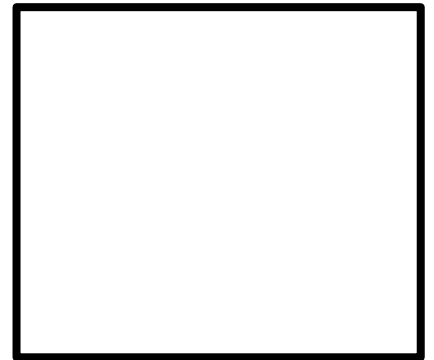
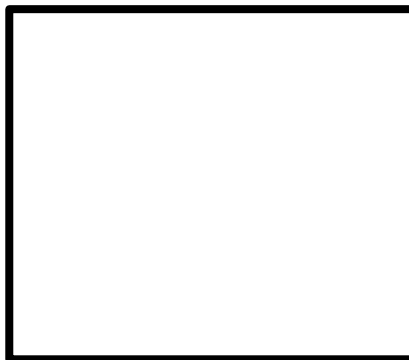
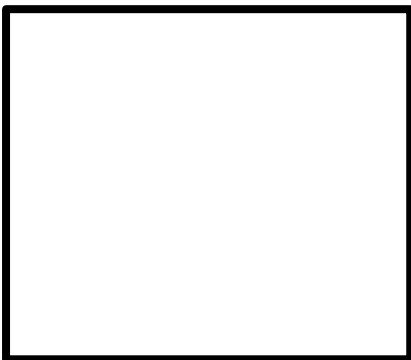
My Favourite  
Toy



Things I am good at:



Things I like:





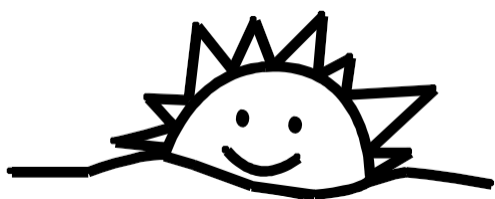
Things I don't like

Things I might need help with

Things that help me

Things I liked in nursery

A.M.

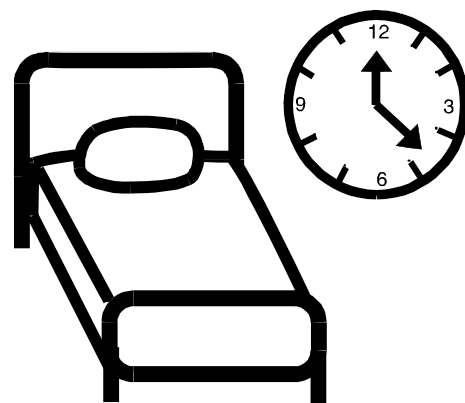


Morning

and

Bedtime

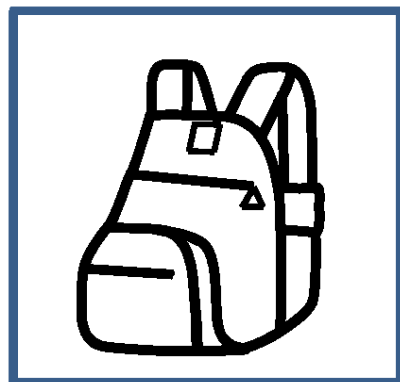
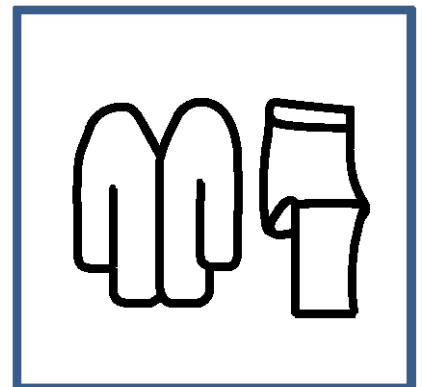
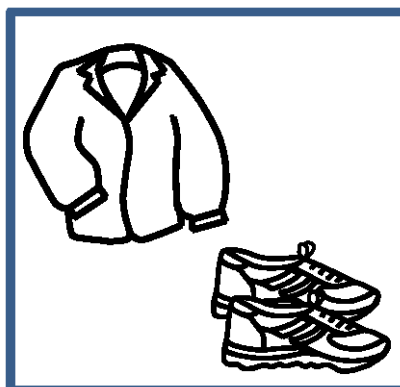
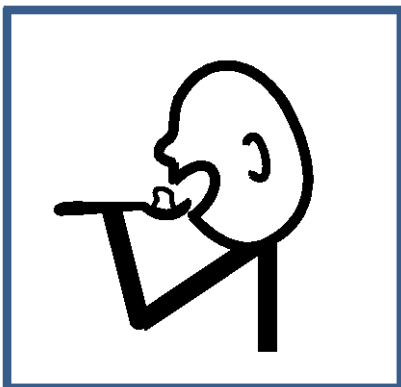
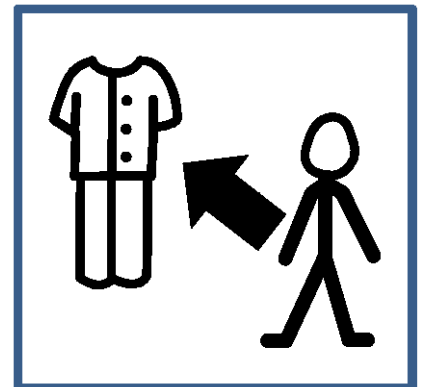
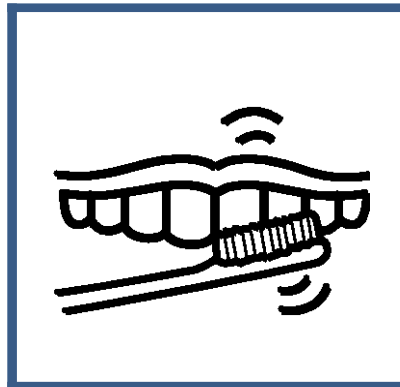
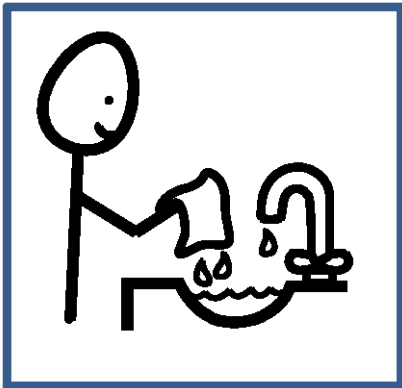
Routines



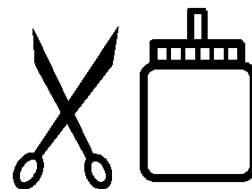
# Activity Page



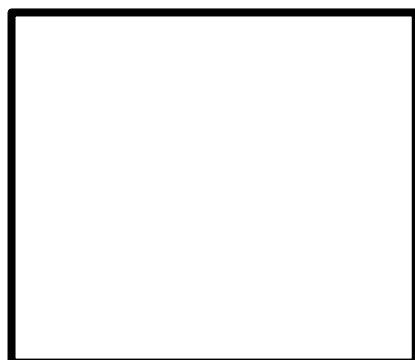
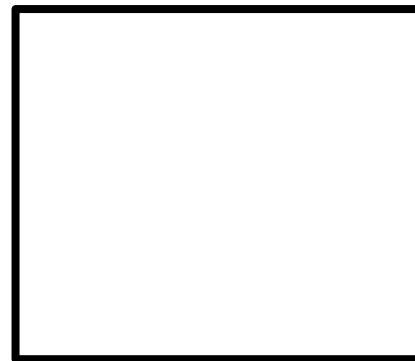
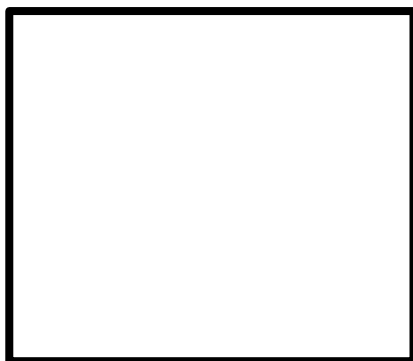
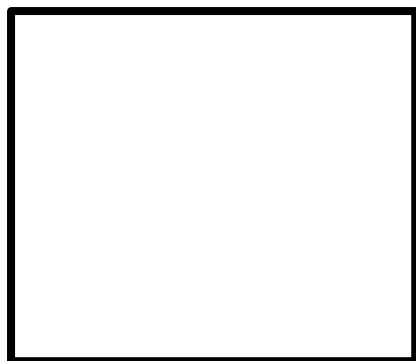
Cut and paste your morning routine



# Activity Page



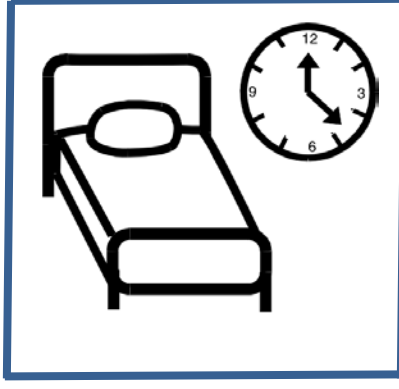
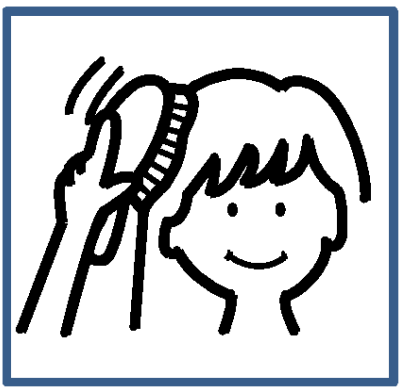
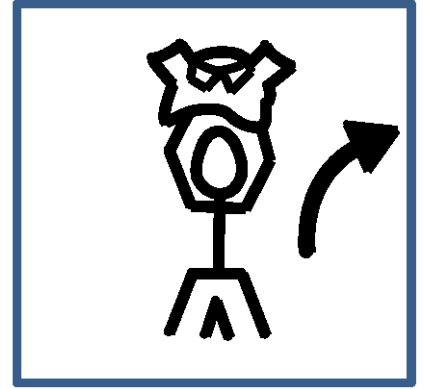
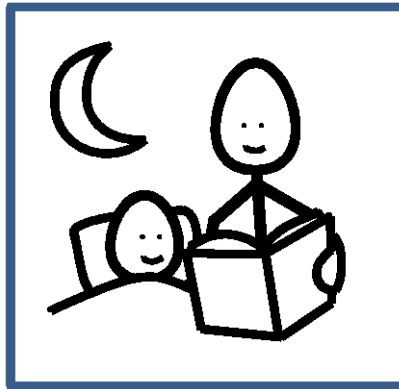
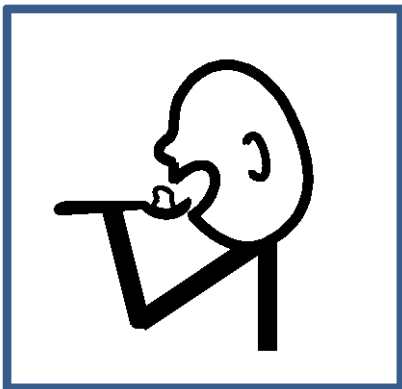
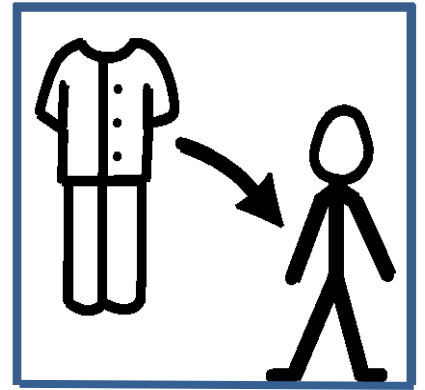
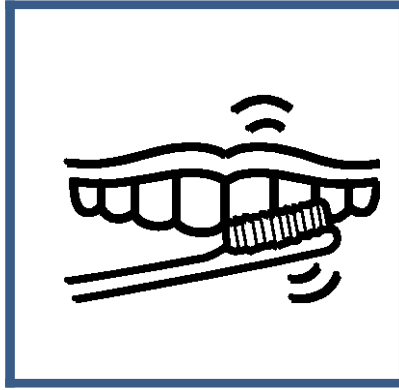
Cut and paste your routine



# Activity Page



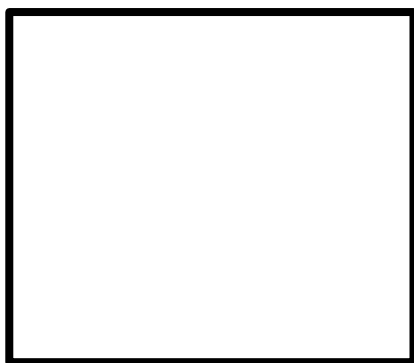
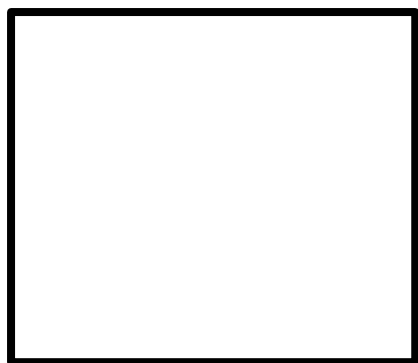
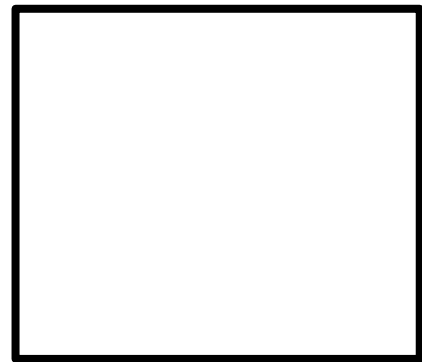
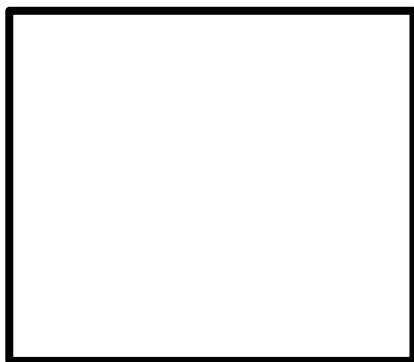
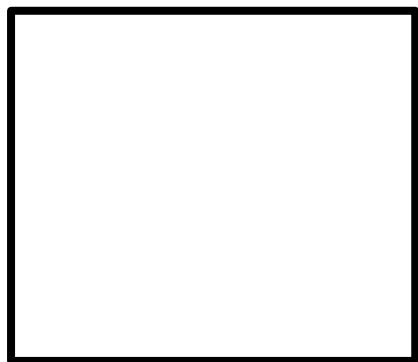
Cut and paste your bedtime routine



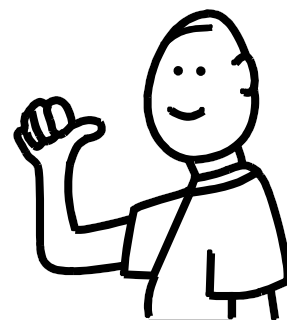
# Activity Page



Cut and paste your routine



Mise!



Cuir a-steach dealbh

Mise!

Mo Theaghlach



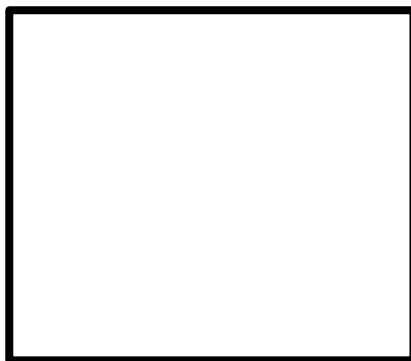
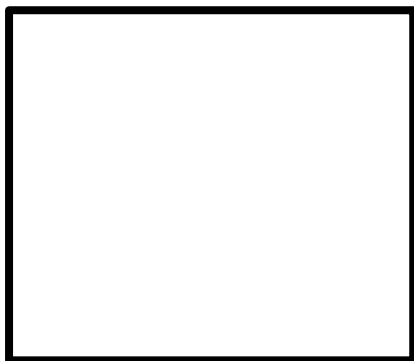
Mo Pheataichean



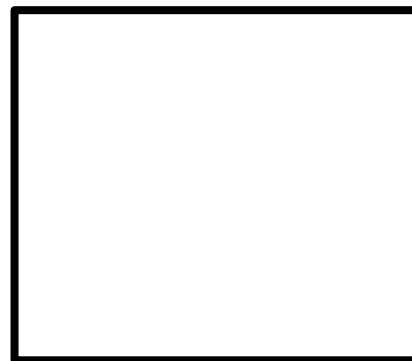
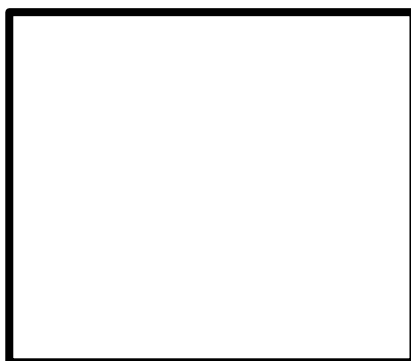
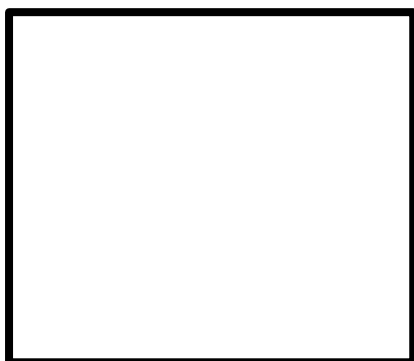
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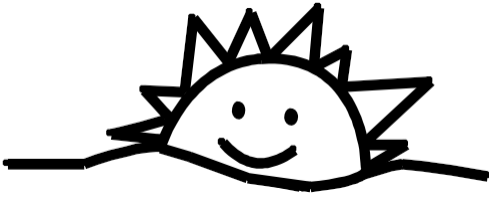
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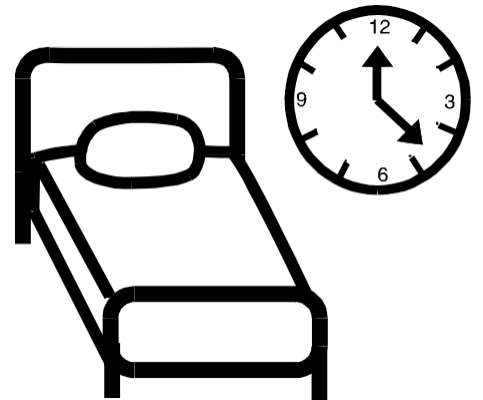
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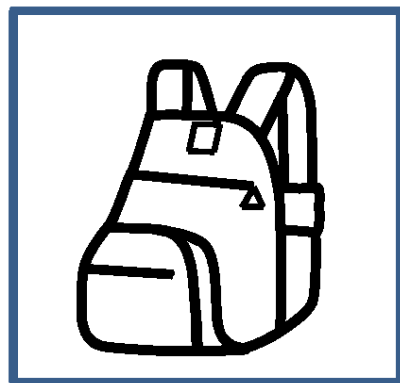
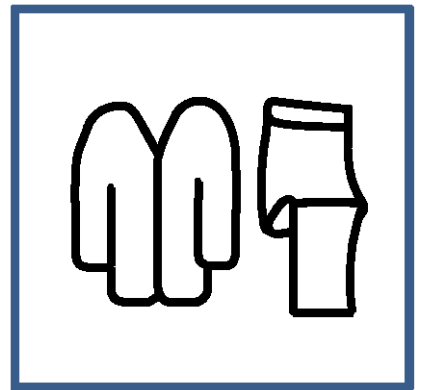
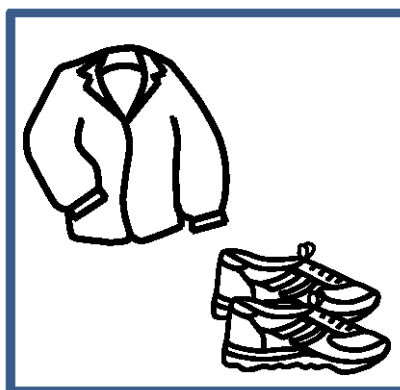
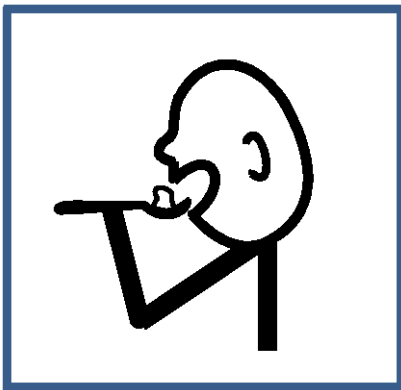
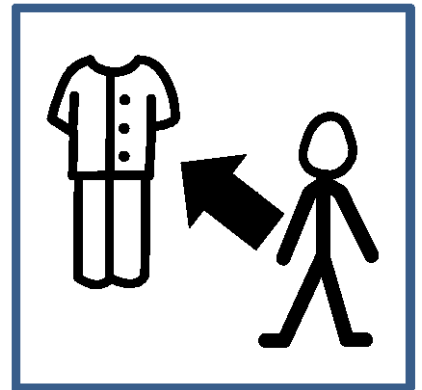
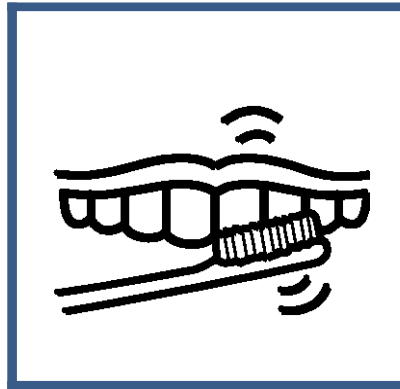
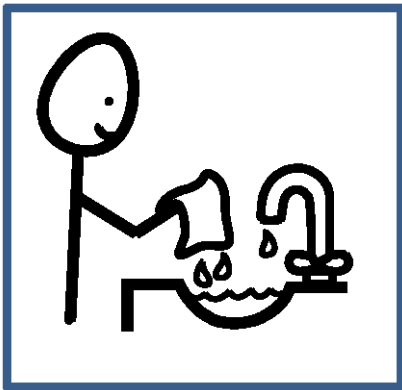
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# Duilleag Gnìomh



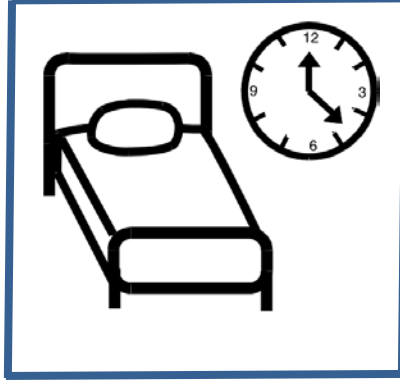
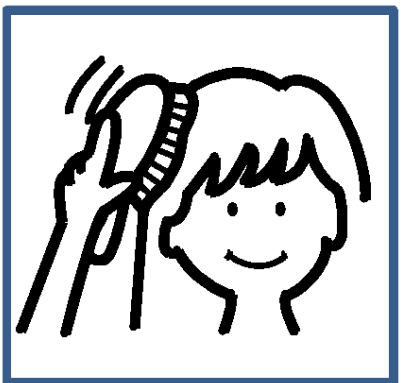
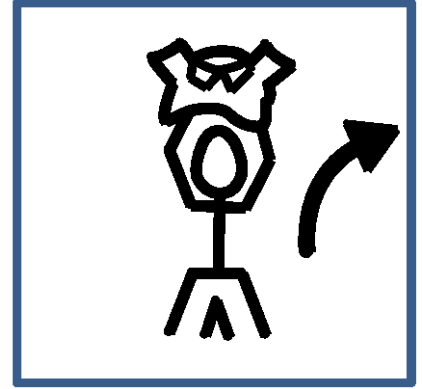
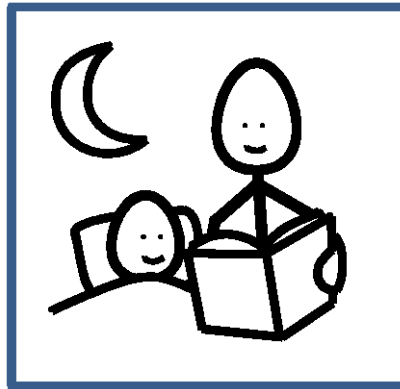
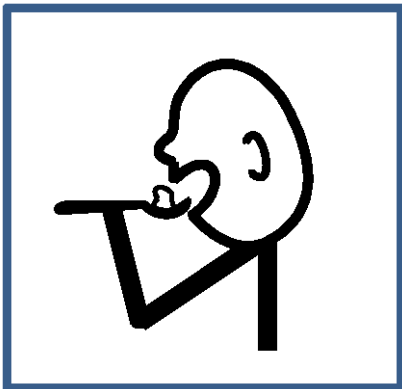
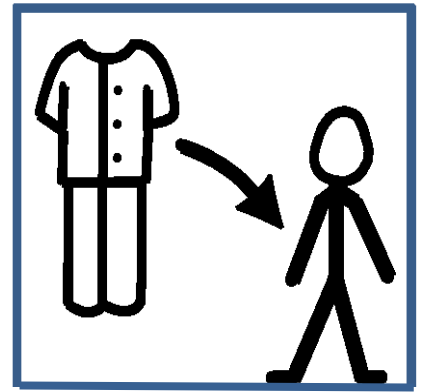
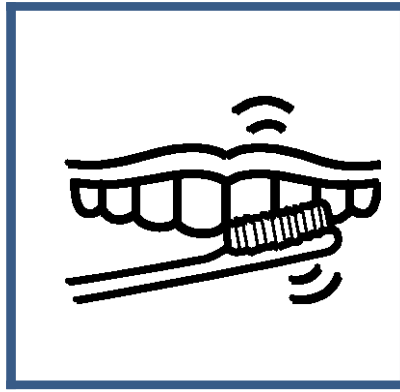
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# Duilleag Gnìomh



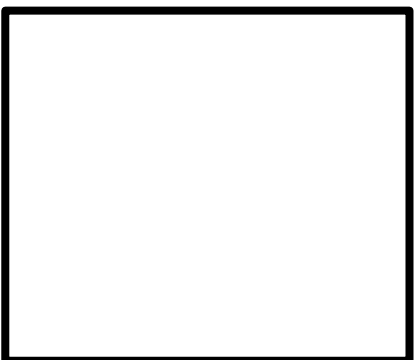
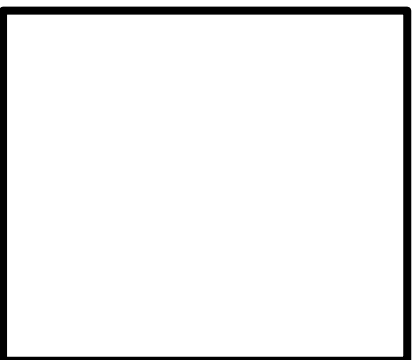
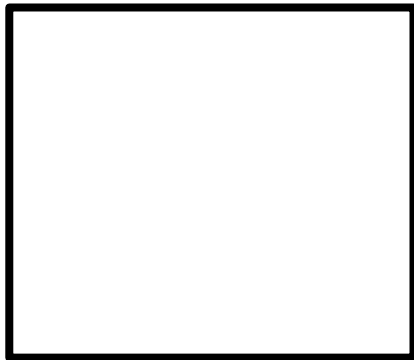
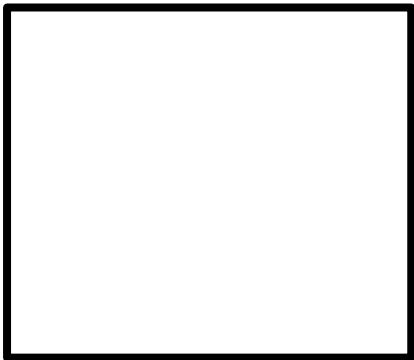
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# Duilleag Gnìomh



Geàrr is glaoth na bhios tu a' dèanamh



# Checklist for Parents and Professionals to help plan and prepare a Transition

'Before the pupil goes to school we need to.....'

Strategies for transition and supporting through Primary School.

<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
Pupil Support	<p>Visits of P1 teacher, HT and SfL to nursery. P1 teacher takes children for activity in nursery. Use resilient kids pack with children.</p> <p>Arrange to be in the same class as friends or pupils from same nursery class. Who will be Support Teacher/mentor/buddy?</p> <p>What is a realistic curriculum for the young person? How can it be modified? Where can the young person go for quiet or an 'escape' area?</p> <p>Agree communication channels between home and school, and prompt responses to avoid issues becoming major, e.g. home/school diary and/or regular telephone slot.</p>			
Electronic Equipment	Are there any electronic aids required or adaptations needed?			



<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
Travelling to/from School	<p>Practice the route during the summer holidays if walking, or the route to where you catch the bus.</p> <p>Practice your Highway Code for crossing roads.</p> <p>Walk with a friend when starting school.</p> <p>Allow extra time than you think to arrive in time to catch the bus.</p>	<p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays and start of term</p>		
Finding your way around School	<p>Check safety of school perimeter/boundary and gates if pupil has ASD or impulse issues.</p> <p>Visit the school when it is empty. Stick with a friend or buddy to start with.</p> <p>Put pictures and symbols on doors to rooms so child knows who is in each one.</p> <p>Know location of toilets, dining room, playground, cloakroom, hall, classroom.</p>			

Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
Looking after your Possessions	<p>Label/name everything, including PE kit and have a list of what should be in the bag that day.</p> <p>Organise a drawer and coat peg that is at one end of a row so it is easier to find and use.</p> <p>Label the child's peg and drawer etc. Sometimes a drawing or photo as visual support will be required.</p>			
Transport of Books/PE Kit to/from School	<p>Choose a rucksack with comfortable shoulder straps, and one with some side or front compartments that can be labelled and used for specific items, e.g. pencil case, lunch. This makes it easier to find items rather than one compartment with everything mixed up together.</p> <p>Choose something inexpensive in case of loss.</p> <p>Have a different bag for PE/swimming kit that is always for this function (maybe different colour).</p>			

<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
Working at School	<p>Displays with memory joggers, e.g. maths tables, sequences (days, months), difficult spellings. Sometimes individual cards on desk.</p> <p>Visual reminders e.g. time line.</p> <p>Visual reminders on Post-it notes, on white boards, symbols, and colour differentiation in books/subjects and on timetable. Use colours to mark 'start' and 'stop' points.</p> <p>Use alternate line when writing if work might have a few errors (white space also improves presentation).</p> <p>Have a ruler with a centre bar for ease of use. Have a good quality eraser available on desk.</p> <p>Experiment with a range of pens and pencils - different barrels/rubber grips/yoropens for left-handers/fibre tips.</p> <p>Bulldog clips can help secure pages and</p>			

	stop them slipping.			
<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
	<p>Sit in class facing the teacher or board and near to them. Don't sit sideways to teacher and sit up with your arms resting on the desk. Put child at end of table with extra space. Avoid clutter on desks. Regularly sort out drawer.</p> <p>Work from sequenced instructions in front on the desk rather than the board. Tick off each step as it is achieved. Talk through each step to reinforce what is next. Teacher support essential. Introduce and practice in primary school.</p> <p>Always look back and double-check your work. Book rests can help with copying work. Try out in primary school.</p> <p>Any instructions can be made easier to respond to if they have a visual cue or the young person has the opportunity to verbalise them back.</p> <p>A sloped board or A4 folder for books/paper can help better posture and writing.</p>			

	Advance copy of school rules.			
Homework	<p>Homework diary filled in by teacher (and for messages as well). Include any information the child needs to know, for example:</p> <ul style="list-style-type: none"> <li>• Pages of books</li> <li>• Number of questions</li> <li>• How long should it take</li> <li>• When and where must it be handed in</li> </ul> <p>Agree level of homework and if an adult can scribe for the young person's thoughts if they are tired.</p> <p>Break homework down into small steps and set small goals. Do one and check, and then move onto the next. Always double-check own work.</p> <p>Getting stuck with homework - have a class buddy that can be contacted about it.</p> <p>Tag on school bag that names the homework that has to be handed in. Take the tag off when homework is handed in. Use colour codes.</p> <p>Have a board in the class where homework</p>			

	information can be displayed all week.			
<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
Homework continued	Establish a homework routine, e.g. always do it at the same table at the same time, if possible.			
Clothes	<p>Keep school clothes separate in a cupboard or drawer.</p> <p>Have looser or elastic fit for speed of dressing. Name label all items.</p> <p>A logo on the front of a top makes it easier to know which is the front when dressing.</p> <p>If you need to wear a tie, practice at home or use the 'cheat' method of only loosening the knot enough to pull it over your head. Alternatively, knot the tie and then insert elastic into the collar part so that it will stretch over the head.</p> <p>Change for PE or swimming at the end of a row, but away from doors or showers.</p>	<p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays</p>		

Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
Lunchtime	<p>Go in and watch lunchtime. Try a lunch in the canteen.</p> <p>A packed lunch avoids carrying trays and hot food, queuing and busy areas. Alternatively, arrange for the meal to be put on table for the child.</p> <p>Packed lunch with easy open packaging. Meet with the canteen staff so they understand what they can do to help.</p> <p>Advanced copies of school menus so child can take time to choose.</p> <p>Alternative arrangements for eating meals separately for some children.</p>			

<b>Activity</b>	<b>Solutions</b>	<b>To be organised by</b>	<b>Who helps?</b>	<b>Completed - did it work?</b>
Playtime	Nursery visits to use empty playground. Share playtime with P1 class. Share playtime with whole school.			
Assembly	Have nursery assembly in hall with school HT. Have a short assembly with P1. Have assembly with whole school.			
Games, Gym Activities	Have nursery gym in school. Have gym with P1. Have gym with visiting PE teacher.			
Visiting Teachers	Have visiting teachers visit the nursery. Share passports and other information.			



Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
Worried?	<p>Establish who to go to if there are any problems. Agree confidentially issues: what information will be shared to get the balance comfortable with the young person having an appropriate level of autonomy and responsibility, against the issues of harm.</p> <p>Establish ways to calm down and beat those anxiety times e.g. quiet space, sitting on a beanbag. It will be very much a personal choice.</p> <p>Exercise generally helps with anxiety or anger and frustration, so do something that is not necessarily competitive with others, e.g. bike riding, swimming, horse-riding, trampolining, walking.</p> <p>Praise, reward, and encouragement are very much-needed every day, with reminders for the young person as to their strengths.</p>			

# **Appendix 1 - an example of a communication passport**

## **Introducing myself**

My name is Jo Bloggs and I am 4½ years old. I live with my mum and dad in a house overlooking the sea.

## **Vital information**

I am on a gluten free and aspartame free diet. I am also trying to cut out MSG .

## **Overview (Here's my problem)**

I have autism and this means I have trouble interacting with other children and some adults. My communication skills are poor.

## **My strengths (things I am good at)**

Numbers and letters, visual puzzles and games, remembering information presented visually, places, things, and events.

## **Things I like to do/don't like to do**

I like to sing, dance, play educational computer games, books, videos, tickling, physical games, trampolines and bouncy castles and some games like pop-up pirate and snakes and ladders

## **How I work best, and ways you can help me**

Working one to one or in a small group with few distractions.

## **Ways of managing me that I like and work well**

Engage with me face-to-face, use small sentences with clear meanings, point and use gentle physical prompts to places and things. Be consistent.

## **Ways of managing me that I don't like and don't work**

Using long complicated sentences, repeating verbal prompts without eye contact have mixed success depending on how I am engaged in an activity.

### **Important people in my life**

Mam, Dad, Jane and Jennifer (Mam's friend and her daughter) Alison and David (Mam's friend and her son), Mary (neighbour)

### **Eating and drinking**

Gluten and Aspartame free diet. I eat well; I like fruit, raw carrot, and well-mashed vegetables with gluten free gravy. I use a spoon and fork and drink from a cup. I need to be encouraged and reminded about what I am doing at a meal e.g. eat your lunch.

### **My sight**

I am currently having my sight tested (short-sighted)

### **Listening and hearing**

I have no problems with hearing but I need to focus when listening. Touching my ear lobe and saying 'listen' may help, or taking my chin and saying 'look at me'

### **How I communicate with others**

I use one-word or short sentences. I touch, smile, or point (usually without eye contact or speaking.)

### **Things I like to/can talk about**

I talk about videos, books, computer games I have seen. I will answer questions with yes or no and choose from options I am given.

### **How I like to express myself/influence events**

I like to sing and dance, cuddle into you. If I want something (like a sweetie), point, ask. If I am hurt and you ask me, 'Where are you hurt?' I will point.

### **Things I can do for myself**

With encouragement, I can dress and undress myself and brush my teeth. I can switch on the TV and the computer and put in videos and computer disks.

### **Things I can do with supervision or physical help**

I can swim with armbands and ride a bike with stabilizers.

**Things I need someone else to do for me**

I need someone's help to do up buttons, laces and wipe my bottom.

**Things I must be discouraged from doing**

I need to be discouraged from clicking with my tongue; you could say 'stop clicking.'

**Things I'm working on**

I am trying to learn to write my name, to build up spoken sentences and my general communication skills.

**Other specific information**

I can go to the toilet but I usually will not ask, regularly toileting will help prevent me having accidents. Mam and Dad hope I will eventually tell someone when I need the toilet.

**Helpful Links:**

[CALL Scotland Communication Passport Template](#)

[Scope Communication Passport Template](#)

# Appendix 2 - an example of a transitions story book

## **A Hillhead Primary School/ In House Publication**

This book is based on a story written by a number of Primary 7 pupils.

### George Starts Primary 1



We hope you enjoy this story about George and his first day in Primary 1. It has been written especially for you.

Hillhead Primary School, Willowbank,  
Wick, Caithness, KW1 4PE Tel: 01955 603233

It was Tuesday morning and George had just woken up. He had not slept too well because he was excited about starting his first day in Primary 1. He didn't know what it would be like!



George got out of bed and went down stairs to eat his breakfast. He ate his breakfast really quickly. George had a real struggle getting his new school sweatshirt on - they were really meant for little boys and girls and not little gorillas.



Eventually he managed to pull it on. He was ready for his first day at school.

George had been getting ready for coming to school for at least a whole week. He had been busy buying things and doing things to make him look smart on his first day



George had a new school bag and a new pencil case for starting Primary 1. He even had to go down the street and get a new pair of gym shoes in D.E.'s shoe shop.

George also had to go and get a haircut before he started school. His Mum said that he had to look smart for his first day at school. She took him to the hairdressers. George felt it tickly when the nice lady called Amanda cut his fur. When she was finished he was pleased that he looked so smart. Now George was ready for his first day at school



George picked up his bag, and stood waiting for his mum at the front door.

"Wait, just there," said his Mum. "I want to take your photograph at the front door on your first day at school."

"Do we have to Mum?" asked George who was too excited to get his picture taken.

"Of course, you do" said his mum, "I got my picture taken on my first day at school and you'll get your one just the same. Now stand up straight and say "Smelly bananas". George's mum pushed the camera button and "Click" - the picture was taken.

When George arrived at school, it was quite busy with Mums and Dads dropping their children off. George saw the children cross the road when Mr Manson, the lollipop man held his stick up to stop the traffic.



George thought it was a very big lollipop and was glad he didn't have to lick it.

George felt excited and a little nervous about his first day in the big school! He was glad that he could see some of his friends. George told them all about his holidays going back to visit his cousins in the jungle. They told him where they had been.



Finally, George arrived in the P1 cloakrooms. He looked for his peg to hang up his jacket and changed into his indoor shoes. It was just the same as the nursery so far.





The Primary 1 door opened slowly and there was Miss Gray. She was George's new teacher. Mrs Mackay who helped in Primary 1 was also there. George knew them. Like all the other nursery pupils, he had been through to visit Primary 1 a few times to see what it was like. Miss Gray had also visited and spoken to George in the nursery. He liked her.



George's Mum waved bye-bye to him. She gave him a smile of happiness. She was so proud of her little gorilla!! George was now in the big school. She couldn't call him her little baby ever again! George waved bye and went in to start his first day in Primary 1.



The first job George did in Primary 1 was a board game where George began to learn some new words. George played with some of his friends. Miss Gray was really pleased with how well they played the game together. Miss Gray was very pleased with his work.

Miss Gray read a story to the class. George sat quietly with his friends and listened to the story. It was about Biff, Chip, Kipper and Floppy. Miss Gray gave everyone a book to read at home with their Mums and Dads. George was excited as he put the book in his school bag. The book was his homework.

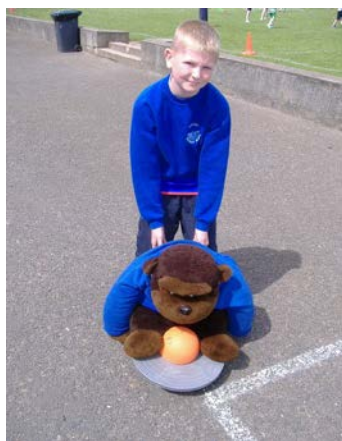


A little later it was time for tuck. George took his tuck out. Guess what! His mum had put one of his favourite things in his school bag. It was a banana. It was his favourite fruit! Miss Gray was pleased with all the boys and girls who had healthy fruit for their tuck.

Now it was time to play outside and George's friends from Primary 7 came down to play with him. Liam and Kimberly were George's buddies. He had played with them in the nursery and now they would be his friends in Primary 1 as well. George had a photograph of them on a fridge magnet at home.



Kimberley and Liam helped him get ready to go out and play in the playground.



They helped George play on the space hopper and play with the ball and skittles.

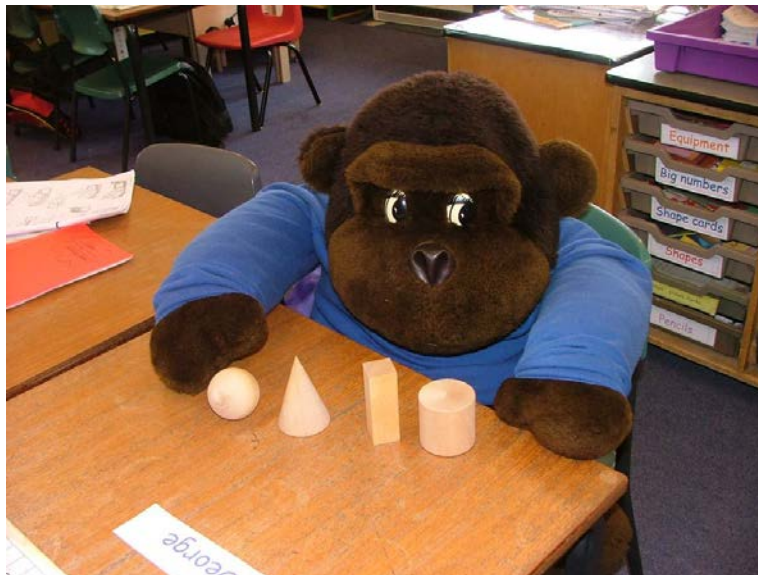


Then George played a bit with his friends in Primary 1. He had a good time.

George enjoyed eating his banana at tuck time. He remembered to put his banana skin in the special compost bin in the playground. It would make lovely compost for the school vegetable patch. George remembered planting potatoes there when he was in the nursery. He hoped they would grow bananas in the vegetable patch one day!



After tuck time, the teacher gave the children some more things to learn about. They sang a numbers song and then they were sorting out shapes. George enjoyed learning about the shapes.



Before you could say "Smelly bananas", Miss Gray was telling the pupils that the day was nearly over. They had to tidy up the classroom and wait for their Mums and Dads to come and collect them.

George went home and told his mum all about his first day in Primary 1. He told her all about the things he had learned that day. He was very excited about getting new homework. His Dad helped him to read the story. Before long George was curled up tight in bed. He slept soundly and woke up early the next morning.

He was really hungry and sat down for a healthy fruit breakfast. The first thing he shouted to his mum was .....



Is it time for school yet? I can't wait to go back

## Appendix 3 - Suggestions for Creating Opportunities for Transition Visits

- Using school playgroup equipment
- Going to school to join in playtime
- Travelling on school bus prior to first day of school entry
- Having lunch in school
- Having gym/games session in school
- Going into assembly for special event
- Going to see dress rehearsals of plays and concerts
- Create story books about going to school (see Appendix 2)
- Staff from school coming into Early Years Centre
- Children from P1 coming back into nursery to join in session
- Children from P1 showing nursery children into school
- Making a collage map of school for nursery wall

# Appendix 4 - Support Services

[Health and Social Care Services](#)

[English as an Additional Language](#)

[Interrupted Learners](#)

[Pre-School Home Visiting Teachers](#)

[ICan@Obsdale](#)

[Highland Deaf Education](#)

[Highland Education Vision Support Service](#)

[Assistive Technology Service](#)

[Autism Outreach Education Service](#)

[Psychological Services](#)

[Support for Learners](#)

[Speech and Language Therapists](#)

[Occupational Therapists](#)

[Physiotherapists](#)

# Appendix 5 - Resilient Kids

Highland Council Psychological Service



Works for Positive Change



## The Highland Council Psychological Service

TITLE: **RESILIENT KIDS TO SCHOOL**

### PROGRAMME

A person's emotional literacy is a key factor in determining and predicting future success in any aspect of life. People with emotional literacy are more successful at work, happier in general, and enjoy a sense of efficacy about managing their own lives.

The original 'Resilient Kids' programme was developed to help young children (P3) learn how to manage their feelings and to build relationships. During the successful roll out of training across the Highlands, demand for a similar programme aimed at younger children was noted.

'Resilient Kids to School' aims to help children make a successful transition into primary school by building a trusting relationship with their teacher and a sense of belonging with their peers as well as teaching them some of the skills they will need to maximise their learning potential.

This training is aimed at early years staff and Primary 1 teachers in particular. It is also appropriate for Support for Learning staff involved in supporting the transition from Nursery to Primary 1.

9.00 : Registration and Coffee

9.30 : Introduction

10.00 : Practical session 1

11.00 : Coffee Break  
(refreshments will be provided)

11.20 : Practical session 2

12.30 : Round up

12.45 : Close

For further information please contact the Highland Council Psychological Service,  
11-13 Culcabock Avenue, Inverness, IV2 3RG. Tel: 01463 233494