

Transition to School Program – Term 4

The transition program will run from week 4 – 8 every Thursday.

Dates/Times:

Session 1 – Thursday November 7th

9:30 – 11:30am

Session 2 – Thursday November 14th

9:30 – 11:30am

Session 3 – Thursday November 21st

9:30 – 11:30am

Session 4 – Thursday November 28th

9:30 – 11:30am

Session 5 – Thursday December 5th

9:30 – 1:00pm

12:30 – 2:30 – Whole School Disco



Transition to School

Outcomes:

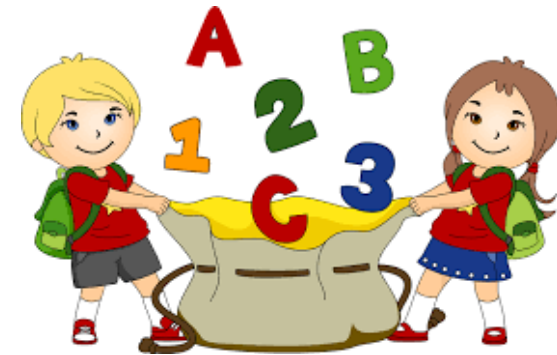
Starting school is an exciting time of change for children and families.

- ✦ Prepare children for change, build confidence and develop socially and emotionally.
- ✦ To make transition between home and school a wonderful experience.

Guidelines for Effective Transition to School:

Establish positive relationships between the children, parents and educators.

- ✦ Facilitate each child's development as a capable learner
- ✦ Draw upon dedicated funding and resources
- ✦ Be well planned and effectively evaluated
- ✦ Be flexible and responsive
- ✦ Be based on mutual trust and respect
- ✦ Rely on reciprocal communication among participants
- ✦ Take into account contextual aspects of the community, and of individual families and children within that community



Transition to School Program

Key Lesson Outcomes:

- ✚ To develop a rich language experience for all students
- ✚ For students to develop strong links with the school and teachers and develop secure transition to school.
- ✚ For parents to feel comfortable and supportive. To establish secure and trusting relationships between teachers and parents/carers.

Lesson	Teaching and Learning Activities	Resources	Outcomes	Evaluation/Notes
Week 4 04/11/19	<p>Big Book – The Very Hungry Caterpillar</p> <ul style="list-style-type: none"> Counting fruit. Sequencing a life cycle of a butterfly. <p>Numeracy – caterpillar counting finger painting.</p> <p>Craft - Caterpillar painting using balloons.</p> <ul style="list-style-type: none"> Children use an inflated balloon to create a caterpillar painting. Children dip the bottom of the balloon into the paint to create the head and the body. Once the paint has dried, children draw the caterpillars face. <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Three Little Butterflies <p>Activities – jigsaw puzzles, Mobolo, peg boards, colouring caterpillar sheets, balloon painting, pattern blocks, car mats/cars and iPads</p> <p>Fitness – Fruit Salad game and Adventure Playground.</p>	<p>Book – The Very Hungry Caterpillar</p> <p>Balloons</p> <p>Paints</p> <p>Art Paper</p> <p>IWB</p> <p>Sequencing images (IWB)</p> <p>Caterpillar counting sheet</p> <p>Caterpillar colouring sheets</p>	<p>Ene-1a</p> <p>communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Mae-2WM develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying</p>	

	<p>Animation of book to conclude the session.</p>		<p>problem-solving skills and mathematical techniques, communication and reasoning</p> <p>GSE.8 Demonstrates fundamental movement skills while playing with and sharing equipment</p> <p>DAES.3 Responds to and communicate about the dances they view and/or experience</p>	
<p>Week 5 11/11/19</p>	<p>Big Book – Spot Comprehension –</p> <ul style="list-style-type: none"> • Where is spot? • Where would you hide when playing hide and seek? • Who is Spot playing with? • What other games do you like to play with your friends? <p>Numeracy – Spot counting activity to 5.</p> <p>Craft – Spot painting with watercolours.</p>	<p>Book - Spot Spot number worksheet Spot stickers for counting Spot painting worksheet IWB to demonstrate activity. Water colours Paintbrushes Hoops Small balls</p>	<p>Ene-1a communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Mae-2WM develop</p>	

	<p>Fitness – Rob the nest and Fruit Salad game.</p>		<p>understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning</p> <p>GSE.8 Demonstrates fundamental movement skills while playing with ad sharing equipment</p>	
<p>Week 6 18/11/19</p>	<p>Big Book – Possum Magic</p> <p>Numeracy – Position game and number game (no resources are needed for this activity).</p> <p>Craft - Magical Hanging Possum</p> <ul style="list-style-type: none"> • Children glue coloured paper onto their possum template. • The teacher or buddy will assist the child in cutting 	<p>Book – Possum Magic Possum template Coloured paper Googly eyes Glue Cotton wool Glitter</p>	<p>Ene-1a communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p>	

	<p>around the edges of the template.</p> <ul style="list-style-type: none"> Children glue on eyes, ears and nose onto their possum. <p>Activities – jigsaw puzzles, Lego, playdough, car mats/cars, home corner, iPads, dinosaurs and building blocks.</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Five Little Ducks Old MacDonald had a Farm 		<p>Mae-13MG sequence events, uses everyday language to describe the durations of events</p> <p>GSE.8 Demonstrates fundamental movement skills while playing with ad sharing equipment</p>	
<p>Week 7 25/11/19</p>	<p>Big Book – Dreamtime Stories</p> <p>Numeracy – Number Identification Students are given animal picture cards to count. Students then have to place a peg on the correct number that correlates with the group of animals.</p> <p>Craft - Australian Animals Mosaics</p> <ul style="list-style-type: none"> Children decorate an Australian animal using foam shapes. During the art process, students will have a discussion on and aboriginal art. Their buddy will be there to assist if needed. 	<p>Book – Dreamtime Stories Australian animal cards Pegs Australian animals templates coloured foam shapes Cones Stilts Hoops Sacks Hoppers</p>	<p>Ene-1a communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Mae-2WM develop understanding and fluency in mathematics through inquiry,</p>	

	<p>Activities – Lacing cards, Mobolo, listening posts, creative drawing, Lego, beading, pattern blocks, car mats/cars, dabber painting and playdough mats (counting).</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> • Heads, Shoulders, Knees and Toes (Dhurga Language) <p>Fitness – Relays and The Rainbow Parachute game.</p>		<p>exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning</p> <p>GSE.8 Demonstrates fundamental movement skills while playing with ad sharing equipment</p>	
<p>Week 8 02/12/19</p>	<p>Big Book – There was an Old Lady Who Swallowed a Star</p> <p>Numeracy – Mystery Shapes The teachers show children some 2D shapes and ask if they can see any around the classroom, for example a circle – clock.</p> <ul style="list-style-type: none"> • The teacher will then ask the students to select a shape out of the Mystery shape bag and guess the shape by feeling how many sides there are. <p>Craft - Christmas tree decoration</p> <ul style="list-style-type: none"> • Children decorate a wooden star template. • The teacher glues a picture of the child into the 	<p>Book – There was an Old Lady Who Swallowed a Star Wooden star template Sequins Glitter Paint Glue 2D shapes Black bag for shape game</p>	<p>Ene-1a communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Ae-15MG identify, visualise and quantify measures</p>	

	<p>centre of the star.</p> <ul style="list-style-type: none"> • The teacher or buddy will assist in tying the string to the decoration. • <p>Activities – Lacing cards, mobolo, listening posts, creative drawing, Lego, beading, pattern blocks, car mats/cars, iPads and playdough mats (counting).</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> • Baa Baa Black Sheep (green, red, blue, yellow etc.) • Mary had a Little Lamb <p>Fitness – Fruit Salad game and Adventure Playground.</p>		<p>and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</p> <p>GSE.8 Demonstrates fundamental movement skills while playing with and sharing equipment</p>	
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