

Transition & the importance of play

Play helps children to feel safe and secure in new environments which contributes to successful transitions.

CURRICULUM

Early Years Learning Framework Links (EYLF):

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

NSW Curriculum and Syllabus Links:

Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-1A

Composes simple texts to convey an idea or message ENe-2A

Uses objects, actions, technology and/or trial and error to explore mathematical problems MAe-2WM

Uses concrete materials and/or pictorial representations to support conclusions MAe-3WM

Transition advice from NESA

FAMILIES

READ 2 min

Play is important to successful transition.

Play helps children feel safe and gives them the opportunity to develop the social skills needed for school success.

Play is an aspect of transition that gives children the opportunity to develop the social skills needed for school success

Being able to choose what to play and who to play with, develops personal responsibility, and gives children time, to practise and consolidate their skills in working with others.

Through play children learn to:

- Emotionally regulate
- Collaborate
- Be creative
- Solve problems
- Be resilient
- Develop social skills, language and communication
- Cooperate

Play encourages children to:

- Move more
- Increase their confidence
- Develop physical skills

Through familiar activities, children are able to develop and harness critical skills that are foundational in fostering their confidence making for successful transitions.

EXPLORE 10 min

Some ideas for supporting transition:

- Reading, writing and telling stories
- Playing with other children
- Making mistakes, fighting with other children and having help to resolve differences and making up
- Taking responsibility for household chores
- Choosing their preference from a range of healthy food options
- Increasing responsibility for themselves and their belongings
- Taking part in art and crafts
- Spending time outside and at the playground
- Finding and having a chance to practise new physical challenges
- Learning ways to cope with tricky feelings
- Feeling safe to fail and try again

TEACHERS

REFLECT 30 min

Reflect on your knowledge and practice.

Consider the EYLF, NSW Syllabus and LPs:

- Where have these children come from?
- Where are you taking them?

Think about the learning happens in your classroom that builds the knowledge and skills for a successful transition to the classroom.

What do you expect from the early learner?

What do you want parents to know about play in transition?

In what other settings might a child experience transition? (i.e. not just from an ELC to K classroom)

How will you use transition to know more about a child's social readiness for school?

ENGAGE 45 min

Engage in a learning conversation with parents.

Is there anything in the video that challenged your thinking about learning and the connection with transition?

What foundational skills do you see in the video that would assist with a successful transition?

How are the children:

- Practising their skills?
- Testing their ideas?
- Building their knowledge?

Share what successful transitions looks like in your classroom. Also consider transitions that happen throughout the school day.

What opportunity can you create, or do you have at home that supports your child's transition journey?