

# KingsWellies Nursery

## Class of 2020

## Transition Pack

Name: \_\_\_\_\_

Session: \_\_\_\_\_

## KingsWellies Nursery Life Skills Awards – Purple Awards (Babies)

Purple Award	Successful Learners		Confident Individuals	
	Responsible Citizens		Effective Contributors	
I can identify my own jacket and shoes	I can listen and follow instructions	I can help to tidy up	I have visited places in the community	I am excited about moving to Toddlers
I feel confident in participating in new experiences with peers and teachers	I can complete an obstacle course using co-ordination and balance	I can recognise my own name	I can identify my basic colours	I can identify my basic body parts (i.e. head, ears, nose, feet)
I can do the actions to basic Nursery song/rhyme	I can share nicely with my friends	I usually have a healthy snack	I can wash my hands	I am aware of the room's basic routine
I can say basic small words	I can play alongside others nicely	I can sleep on a sleep mat comfortably	I can...	I can...

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

Session: \_\_\_\_\_

## KingsWellies Nursery Life Skills Awards – **Red Award**

<b>Red Award</b>	<b>Successful Learners</b>		<b>Confident Individuals</b>	
	<b>Responsible Citizens</b>		<b>Effective Contributors</b>	
I can help prepare and taste different foods	I line up when asked	I can share my toys	I can cross the road safely	I have helped to grow a plant and know its basic parts
I'm polite to adults	I am excited about moving to school	I follow the nursery rules	I can work with numbers up to 10	I have role played a work situation
I know my name and address	I can fasten and hang up my coat and change my shoes	I remember to put litter in the bin and recycle correctly	I can use scissors and glue	I can find information from pictures
I know how to stay safe when using electricity	I help to tidy up	I have helped a friend	I know what to do in an emergency, i.e. fire drill	I can take photos or record sound and images to show the world around me
I can describe interesting features in my local area	I can pick a healthy snack	I can recognise and handle money	I can fill all my friends 'buckets'	I can learn and discuss the seasons and days of the week

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Session: \_\_\_\_\_

## KingsWellies Nursery Life Skills Awards – Blue Awards (Toddlers)

Blue Award	Successful Learners		Confident Individuals	
	Responsible Citizens		Effective Contributors	
I can identify and put on my own jacket and shoes	I can listen and follow instructions	I can help to tidy up	I can confidently count to 10	I am excited about moving to Pre-School
I feel confident in participating in new experiences with peers and teachers	I can complete an obstacle course using co-ordination and balance	I can tell when I need the toilet	I can identify my basic colours	I can identify my basic body parts (i.e. head, ears, nose, feet)
I can sing/say a basic Nursery song/rhyme	I can share nicely with my friends	I am starting to learn the concept of being a 'bucket filler'	I can wash my hands	I am aware of the room's basic routine
I usually have a healthy snack	I have visited places in the community	I can...	I can...	I can...

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Session: \_\_\_\_\_

## KingsWellies Nursery Life Skills Awards – **Pink Award**

<b>Pink Award</b>	<b>Successful Learners</b>		<b>Confident Individuals</b>	
	<b>Responsible Citizens</b>		<b>Effective Contributors</b>	
I can identify the differences between healthy and unhealthy foods	I can put on my shoes and jacket and fasten them	I can share my toys nicely with my peers	I know when to wash my hands	I have role played a 'real life' situation
I can complete a 12 piece puzzle	I can find my name and put it on the register wall	I can look after my nursery bag and its contents	I can name and mix colours	I have visited places in the community
I can brush my own teeth	I can name shapes	I can fill my friends 'buckets' and know the importance of being a 'bucket filler'	I can confidently go to the toilet	I can join in nicely at group time and can contribute in conversation
I know the days of the week	I can talk about future and past experiences	I can cross roads safely	I can...	I can...

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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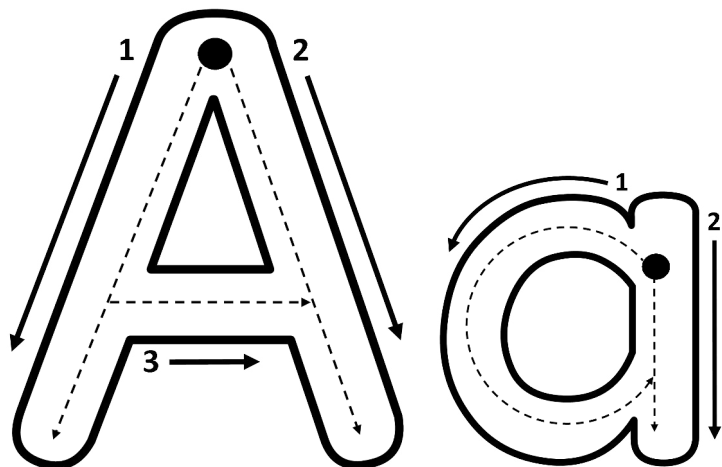


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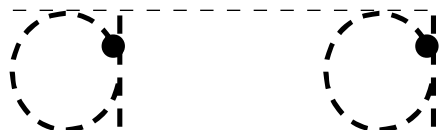
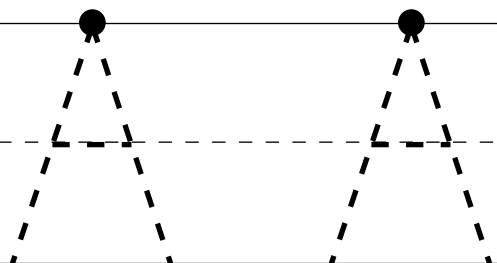
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## Letter Review

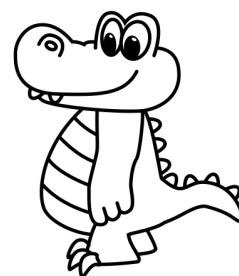
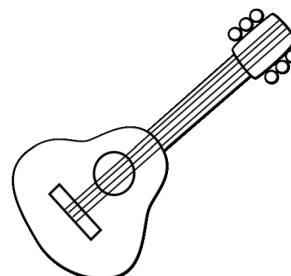
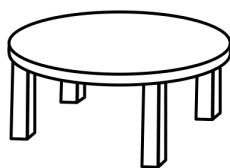
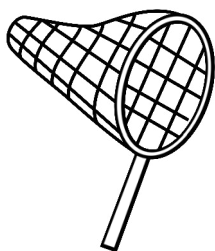
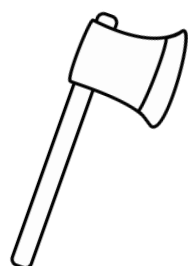
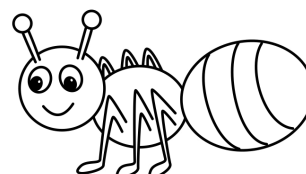
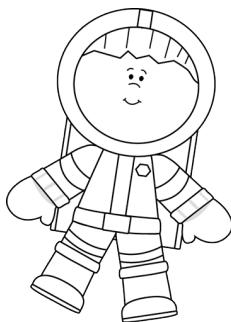
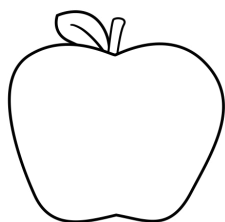
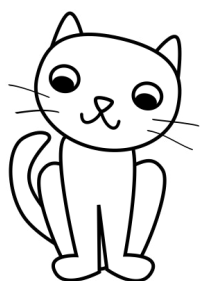


Find the letter

V	A	a	G
a	F	A	A
A	a	N	a
a	d	f	A

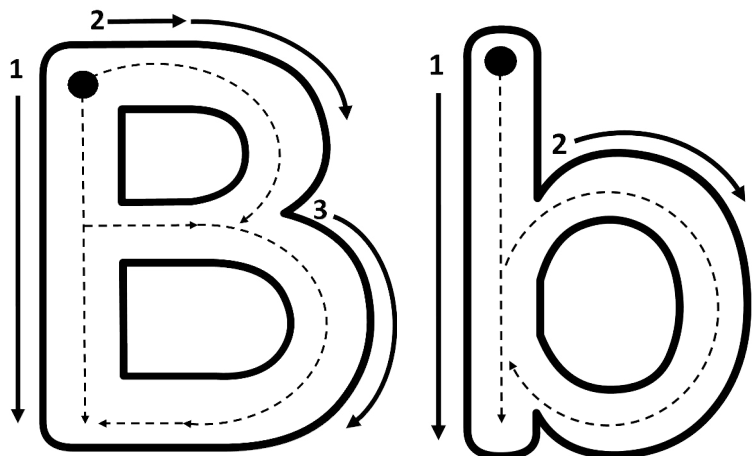


Color all the pictures with this letter sound.



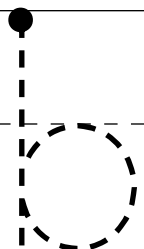
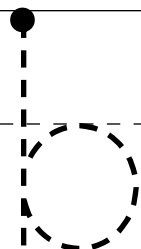
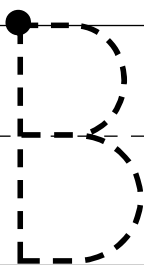
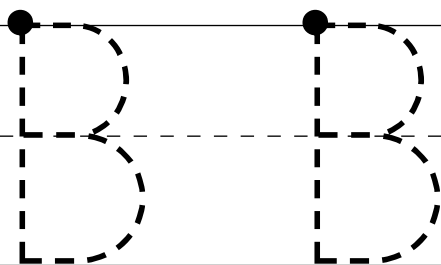
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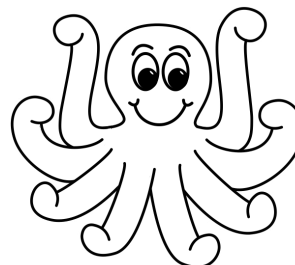
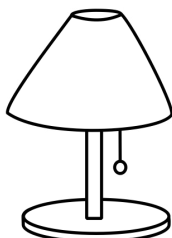
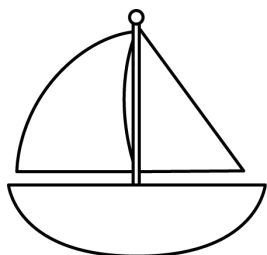
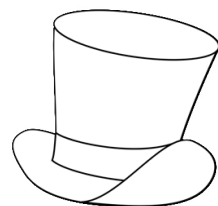
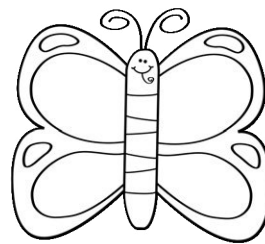
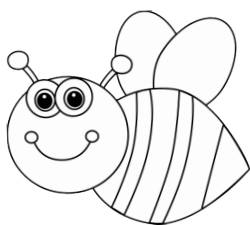
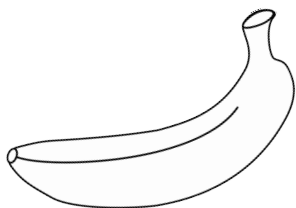


Find the letter

b	D	B	b
t	B	b	G
s	b	Q	B
B	r	B	b

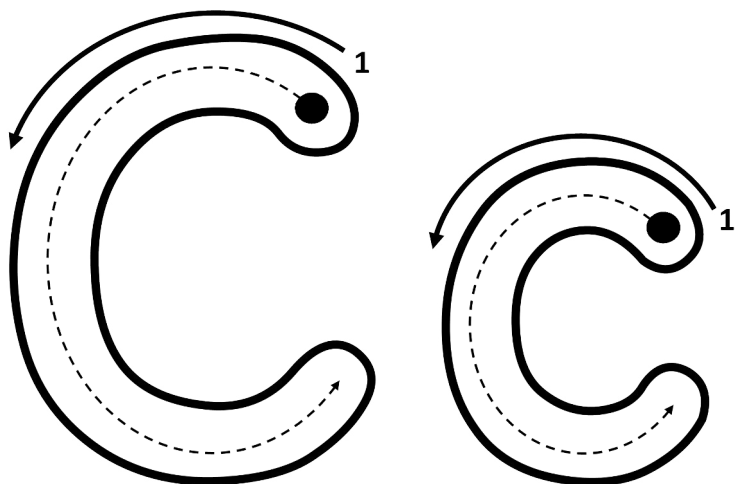


Color all the pictures with this letter sound.



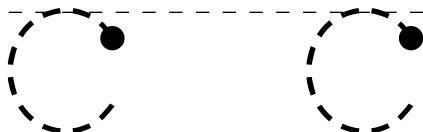
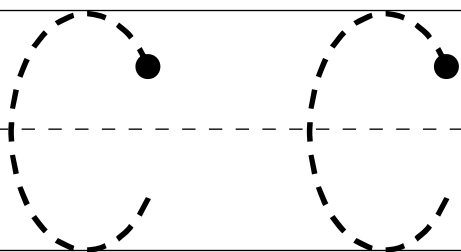
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## Letter Review

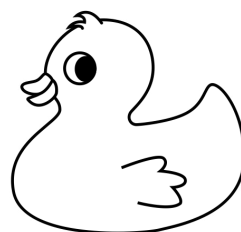
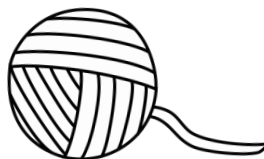
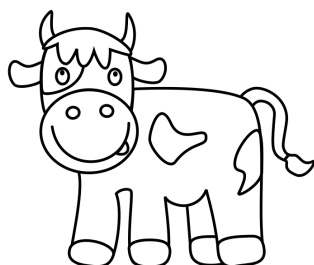
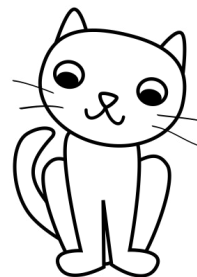


Find the letter

C	R	v	C
a	c	C	L
c	C	c	C
c	j	c	F

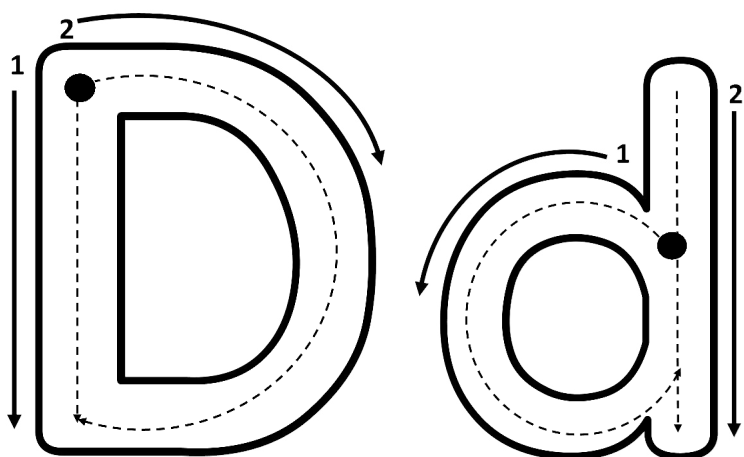


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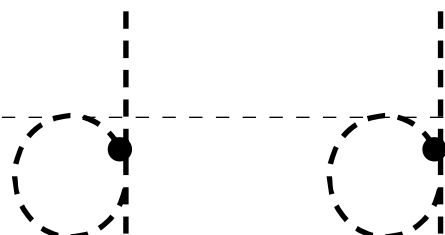
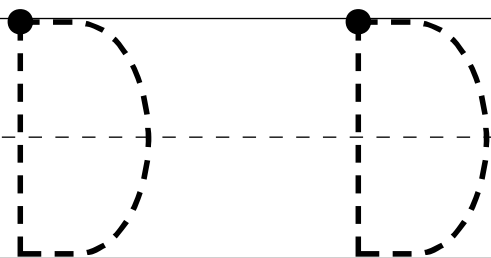
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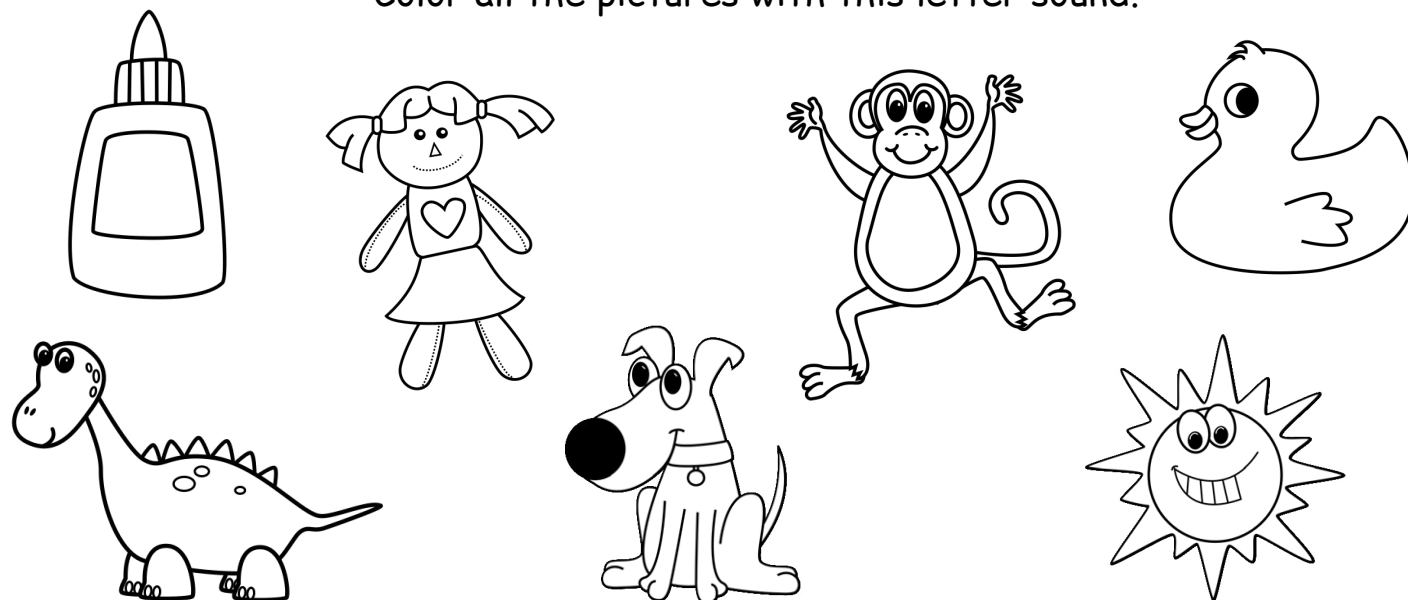


Find the letter

d	L	D	d
d	D	z	D
X	w	D	h
D	d	y	d



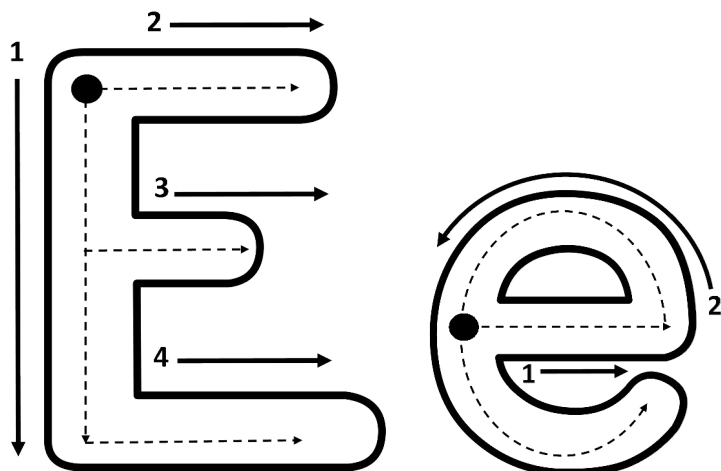
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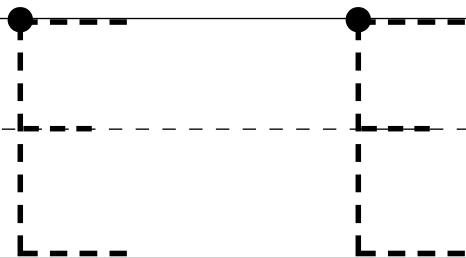
Name: \_\_\_\_\_

## Letter Review

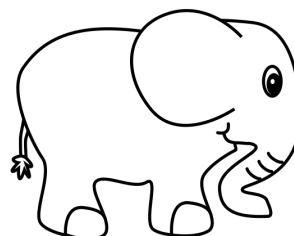
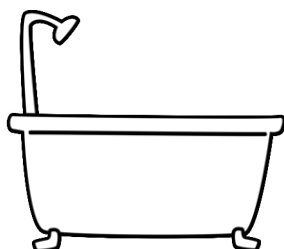
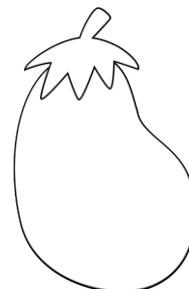
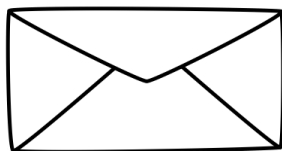


Find the letter

e	Z	E	e
S	E	e	E
E	m	E	R
e	d	g	e

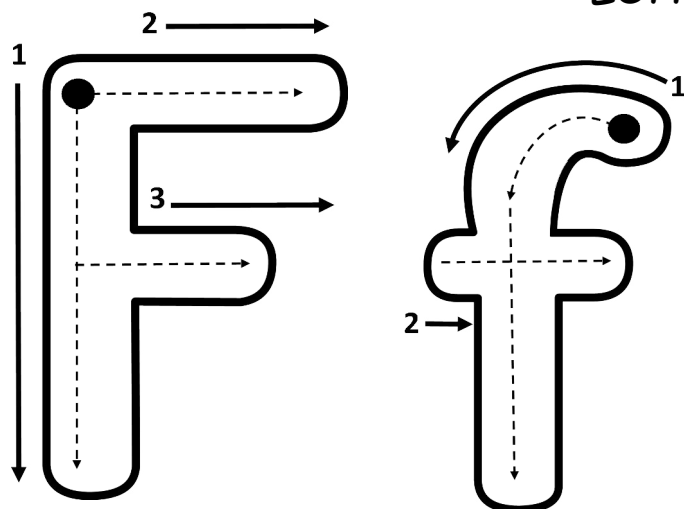


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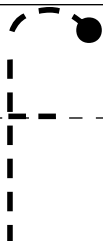
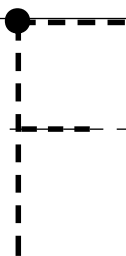
Name: \_\_\_\_\_

## Letter Review

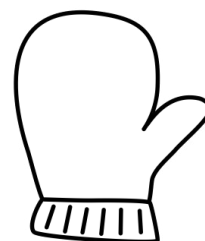
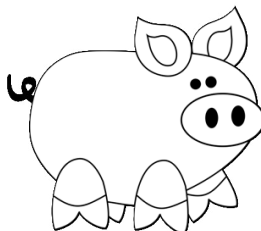
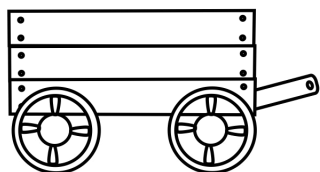
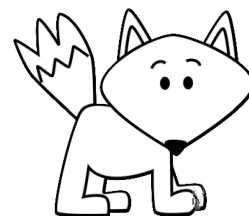
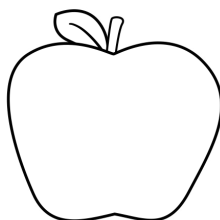
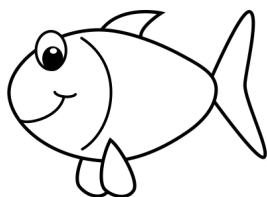
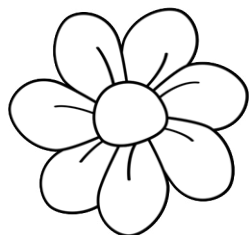


Find the letter

f	M	f	F
h	F	f	A
F	k	F	f
s	F	f	V



Color all the pictures with this letter sound.



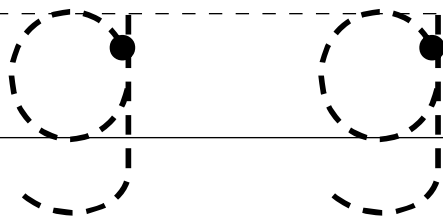
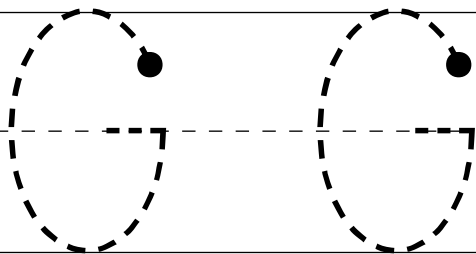
Name: \_\_\_\_\_

## Letter Review

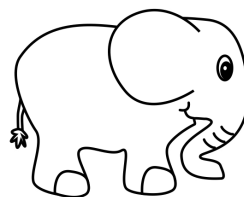
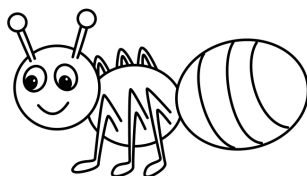
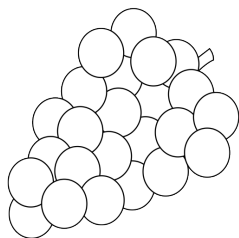
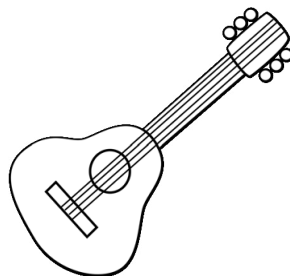
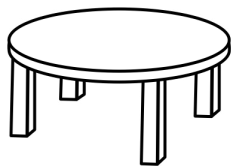


Find the letter

S	G	i	G
g	D	G	g
G	J	g	r
g	n	g	G

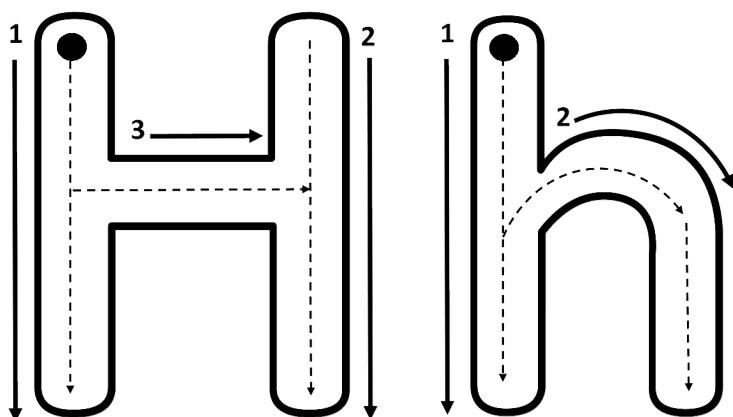


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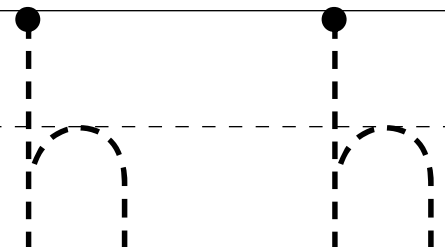
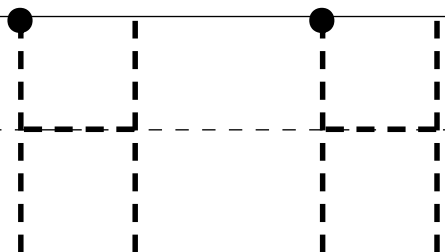
Name: \_\_\_\_\_

## Letter Review

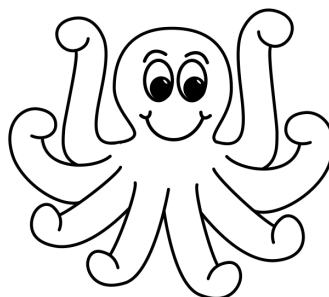
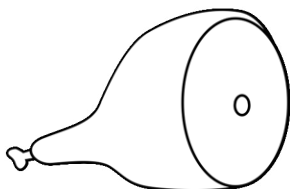
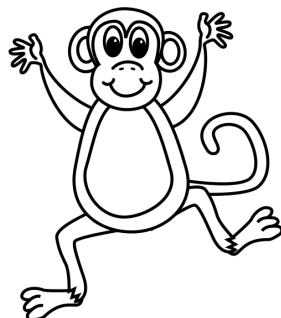
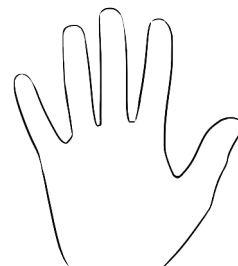
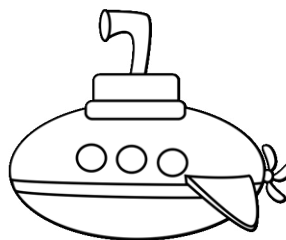
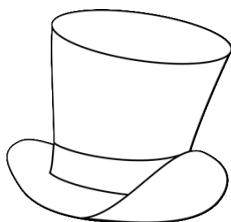
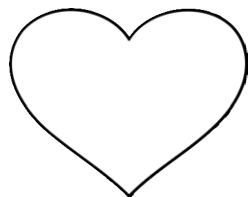


Find the letter

H	R	t	h
x	h	H	P
h	H	O	H
e	h	H	h

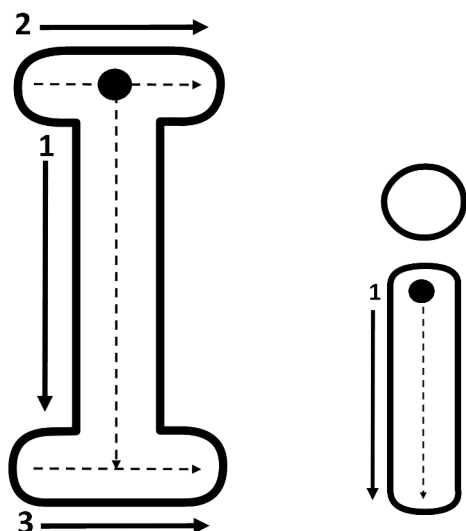


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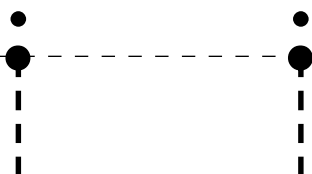
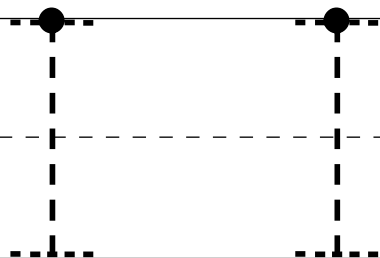
Name: \_\_\_\_\_

## Letter Review

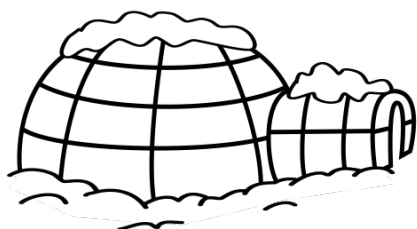
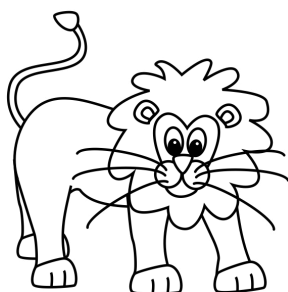
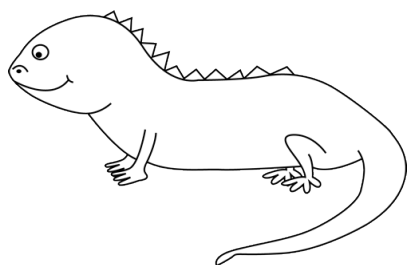


Find the letter

C	i	I	Q
i	I	y	i
I	i	Z	I
i	m	I	L

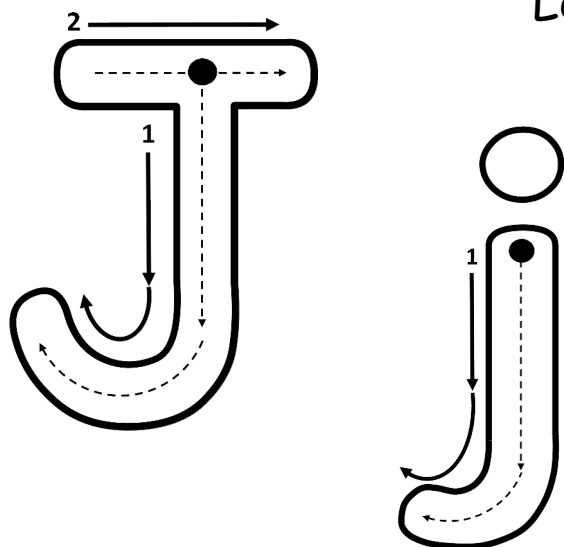


Color all the pictures with this letter sound.



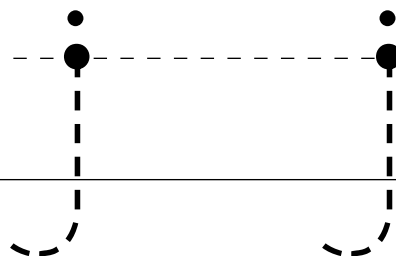
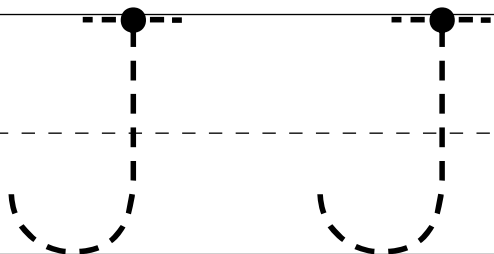
Name: \_\_\_\_\_

## Letter Review

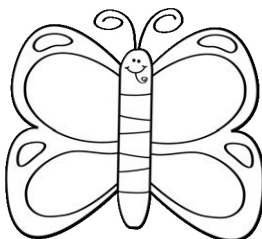
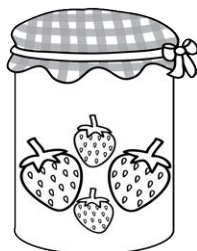
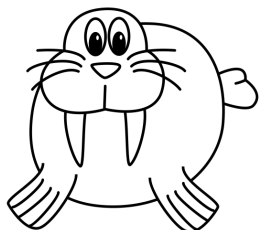
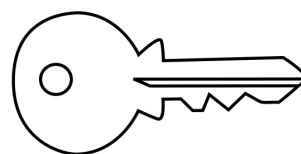
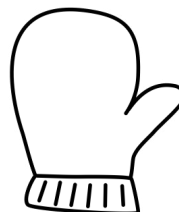
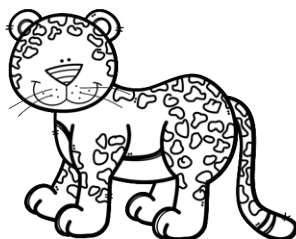
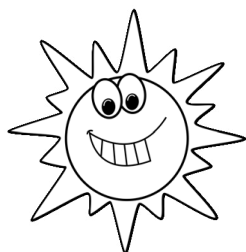


Find the letter

J	F	j	j
w	A	J	r
J	j	o	J
j	k	J	j

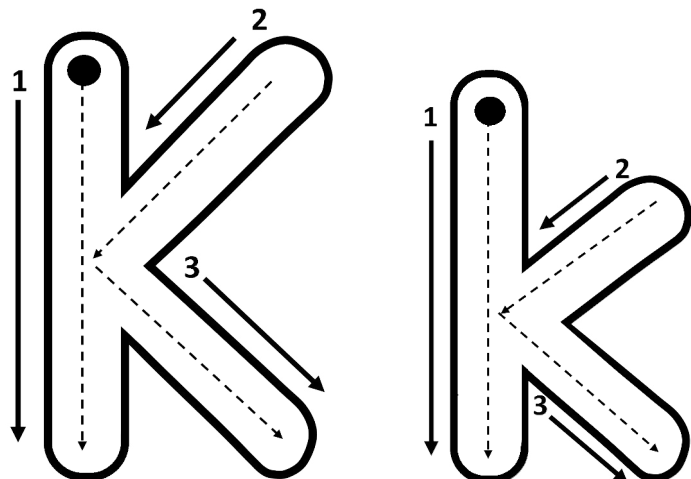


Color all the pictures with this letter sound.



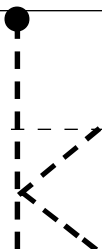
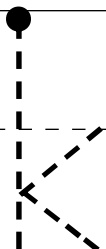
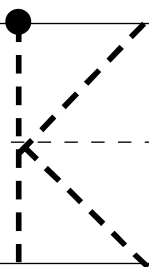
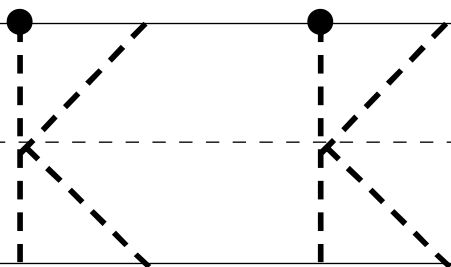
Name: \_\_\_\_\_

## Letter Review

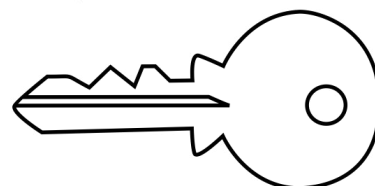
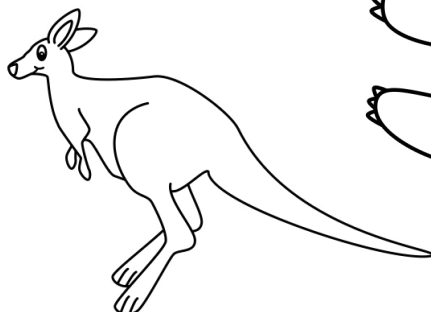
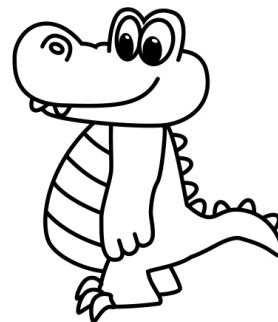
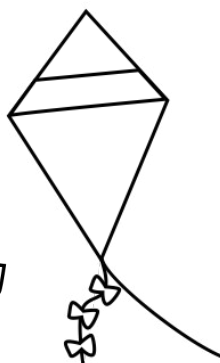
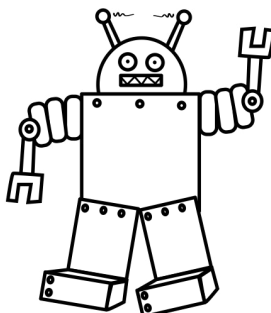
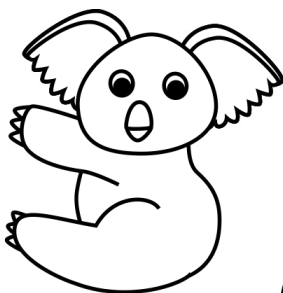
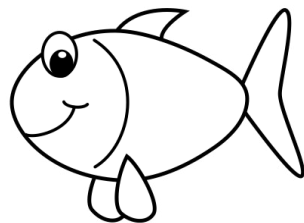


Find the letter

S	k	K	f
K	R	k	K
c	k	K	k
h	K	d	k

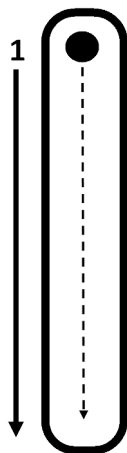
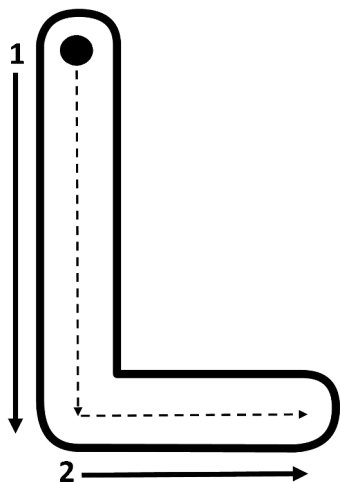


Color all the pictures with this letter sound.



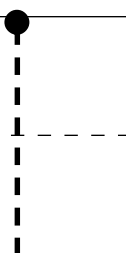
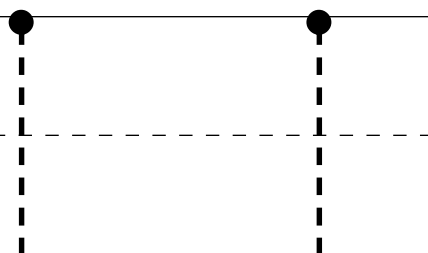
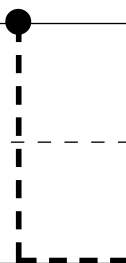
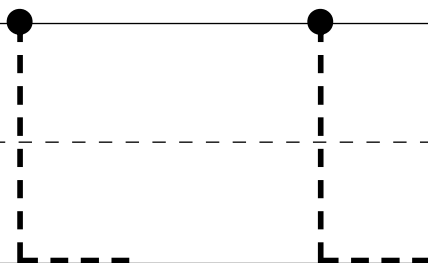
Name: \_\_\_\_\_

## Letter Review

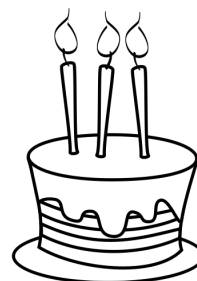
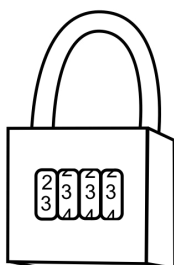
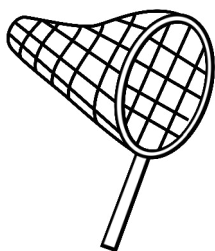
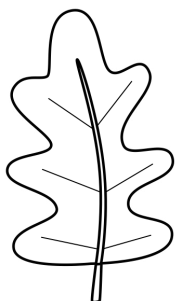
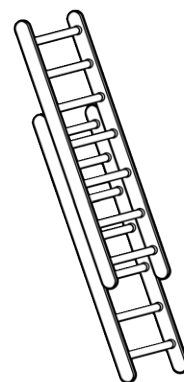
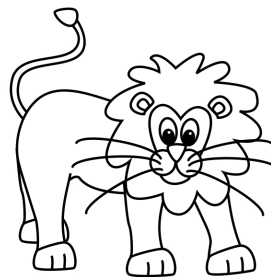
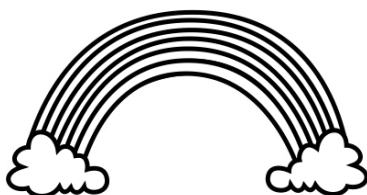
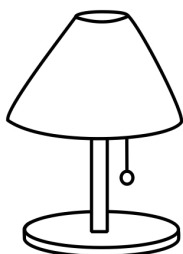


Find the letter

L	V	l	n
l	L	b	L
l	z	L	l
t	L	l	G



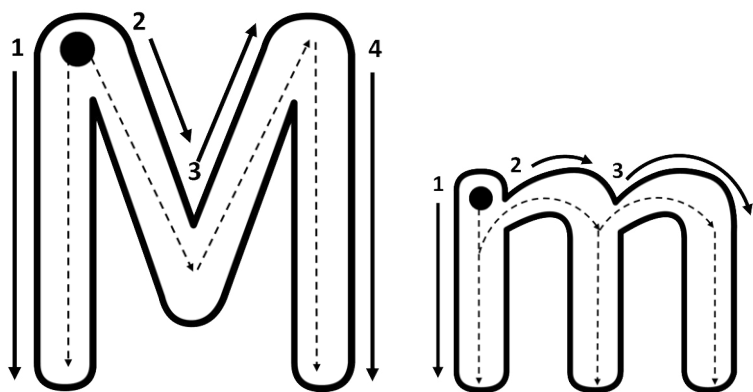
Color all the pictures with this letter sound.





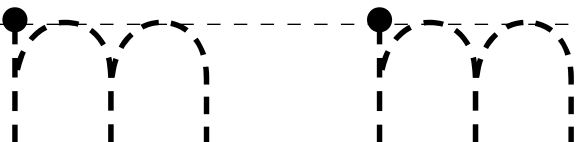
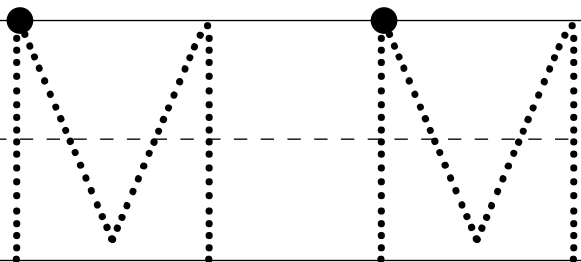
Name: \_\_\_\_\_

## Letter Review

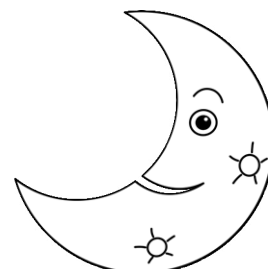
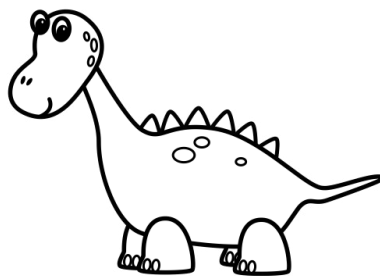
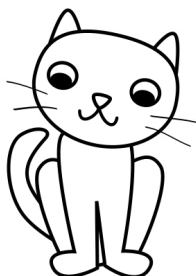
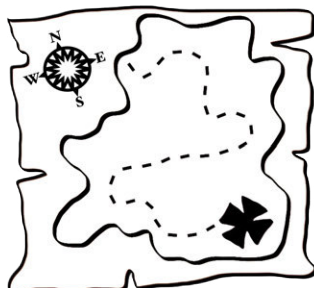
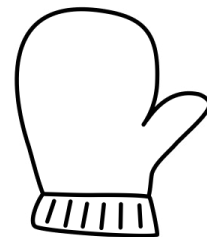
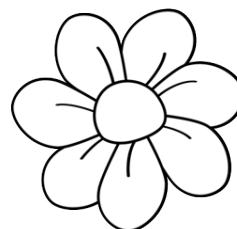
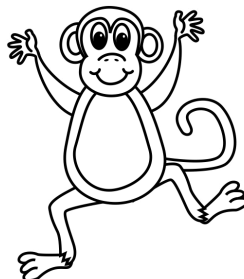
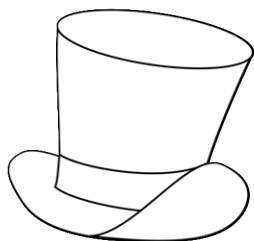


Find the letter

R	M	d	M
m	Q	M	m
M	u	m	h
m	k	m	M

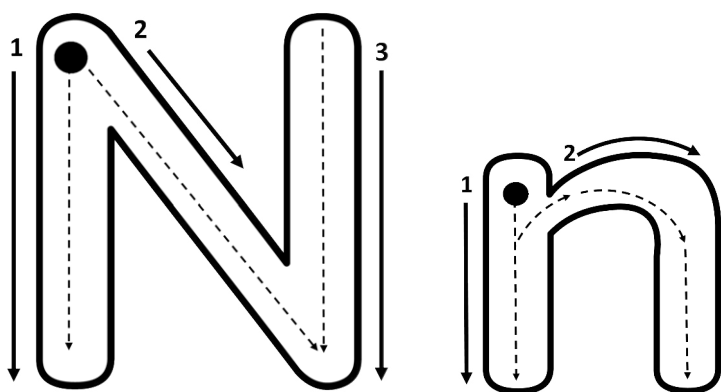


Color all the pictures with this letter sound.



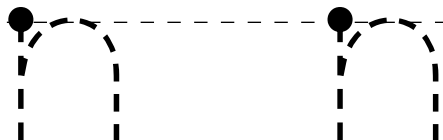
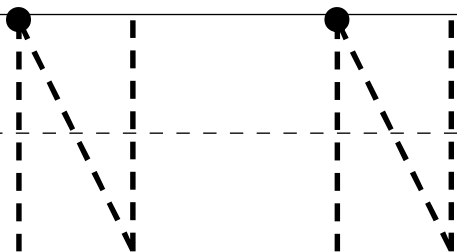
Name: \_\_\_\_\_

## Letter Review

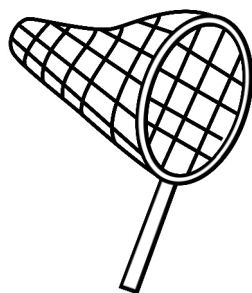
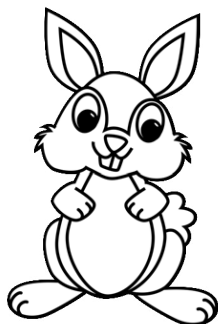
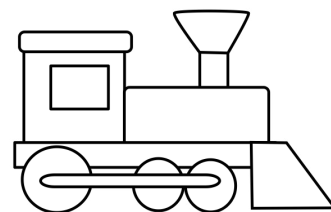
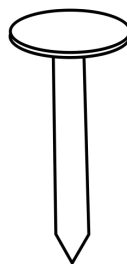
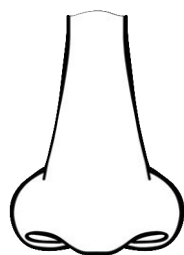


Find the letter

N	D	n	e
j	N	y	N
n	w	N	n
N	n	n	Q

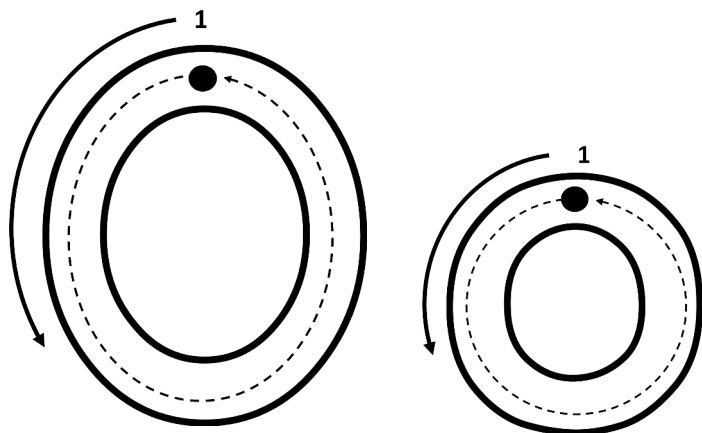


Color all the pictures with this letter sound.



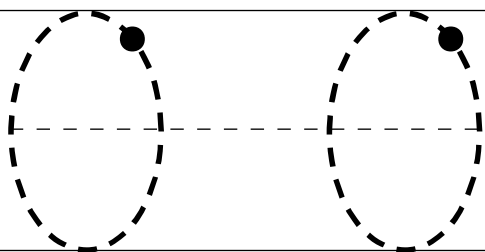
Name: \_\_\_\_\_

## Letter Review

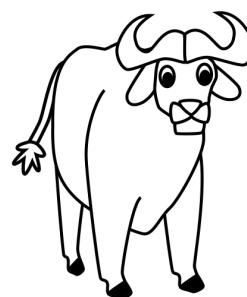
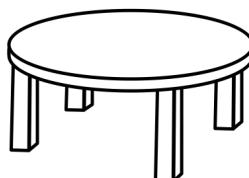
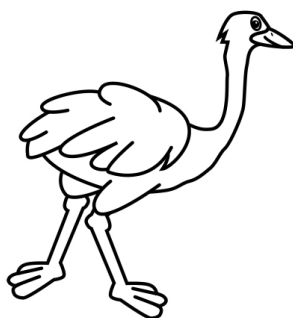
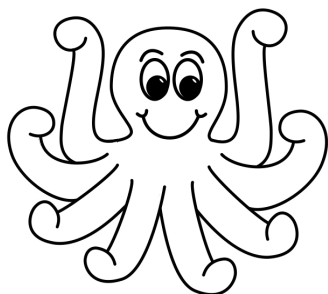
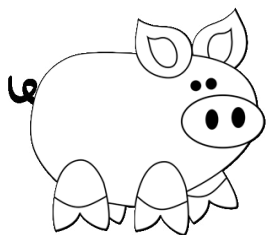


Find the letter

O	R	o	O
s	o	0	P
F	0	q	o
o	k	o	0

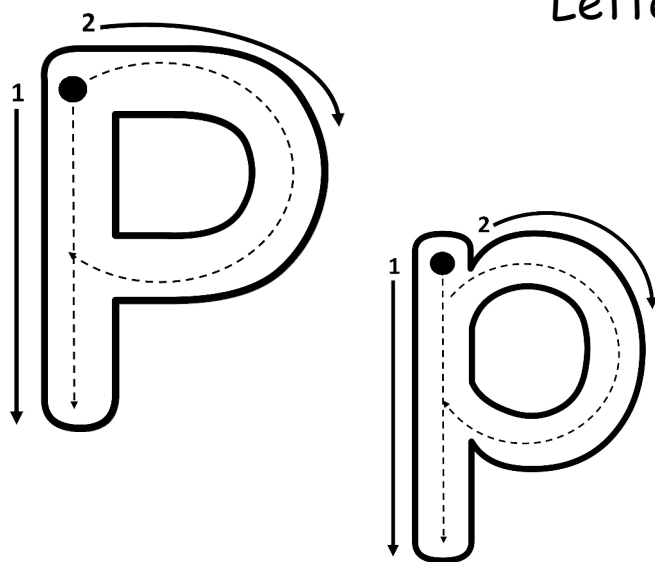


Color all the pictures with this letter sound.



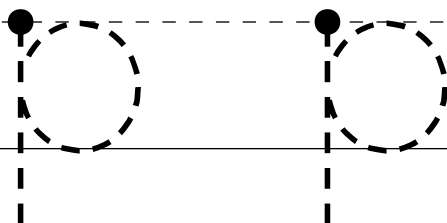
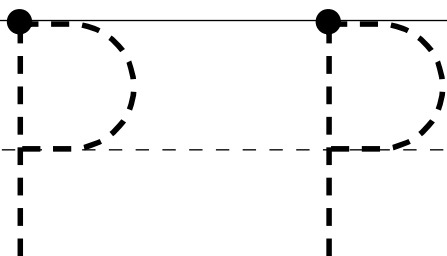
Name: \_\_\_\_\_

## Letter Review

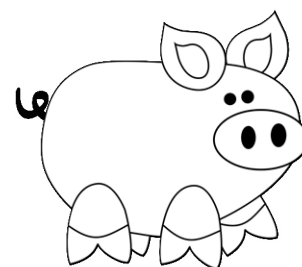
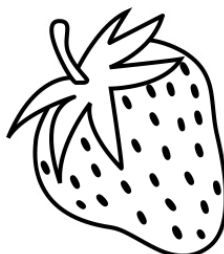
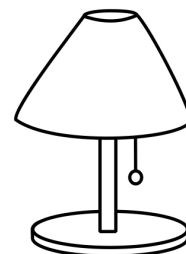
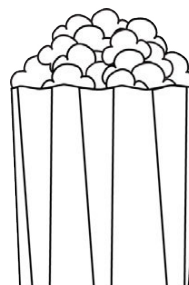
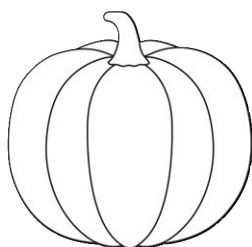
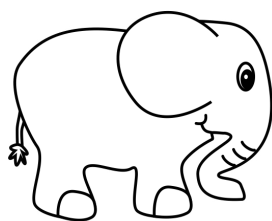


Find the letter

L	P	g	P
p	N	P	p
S	P	w	p
p	x	p	P

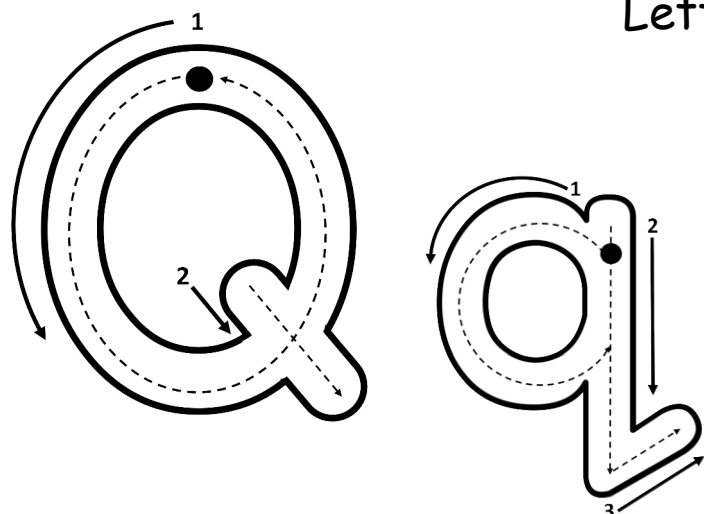


Color all the pictures with this letter sound.



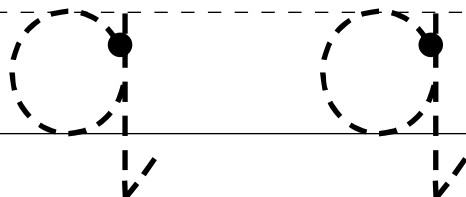
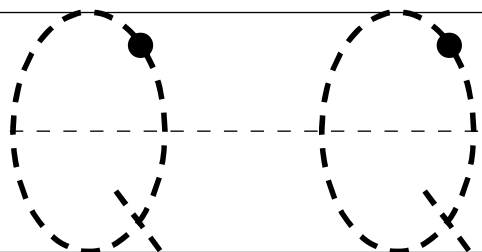
Name: \_\_\_\_\_

## Letter Review

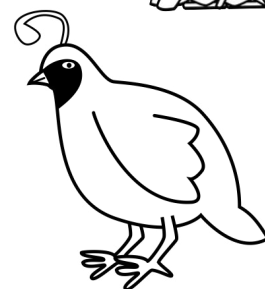
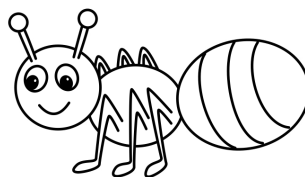
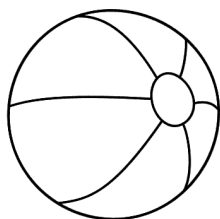


Find the letter

Q	F	Q	q
b	Q	q	k
q	h	q	Q
m	q	Q	E

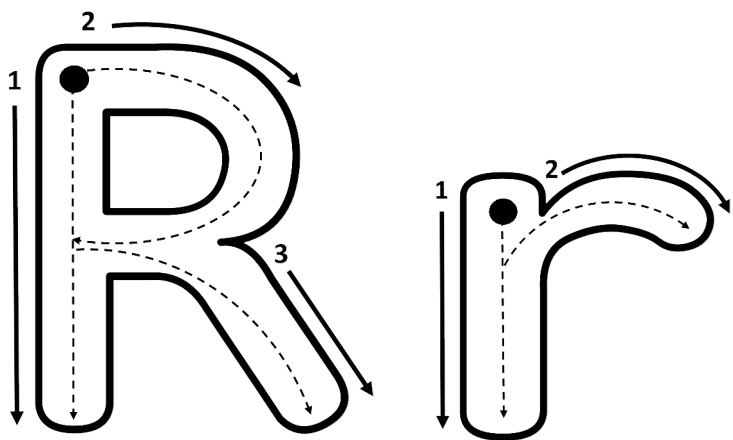


Color all the pictures with this letter sound.



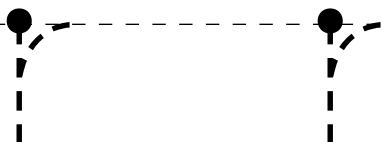
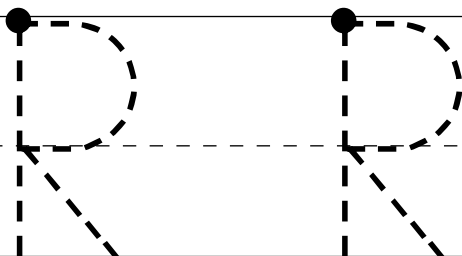
Name: \_\_\_\_\_

## Letter Review

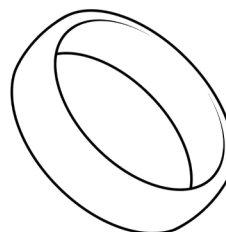
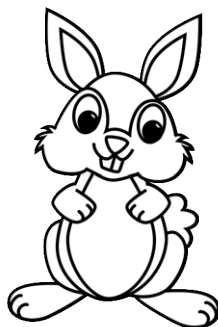
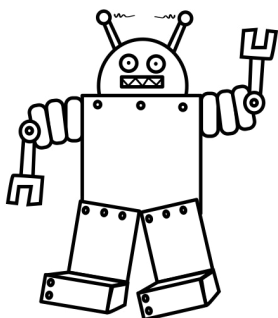
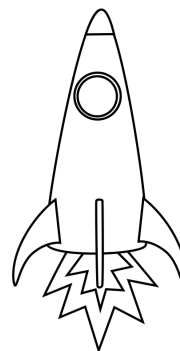
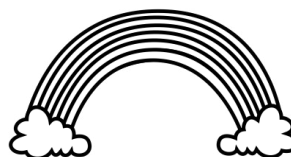
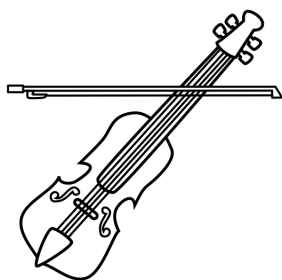


Find the letter

r	R	B	r
a	r	R	Z
M	R	r	R
R	O	t	r

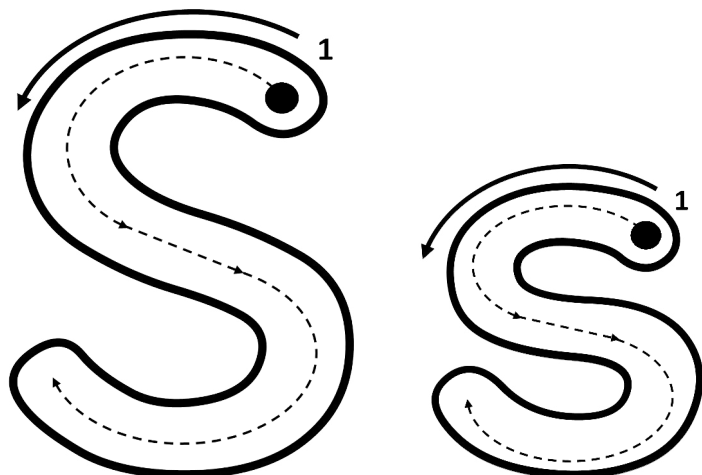


Color all the pictures with this letter sound.



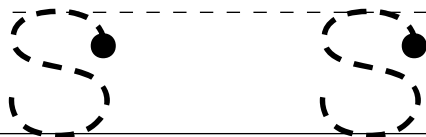
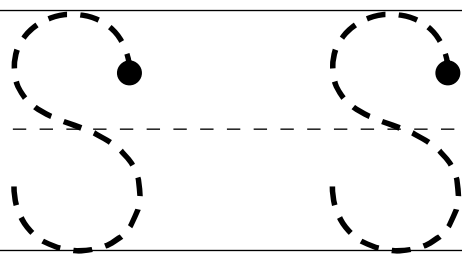
Name: \_\_\_\_\_

## Letter Review

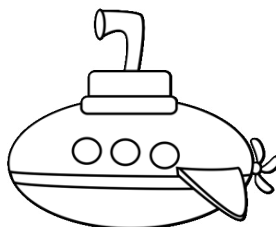
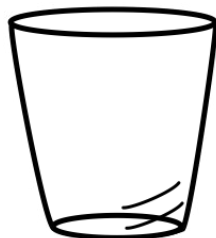
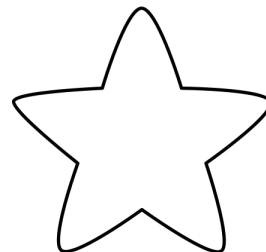
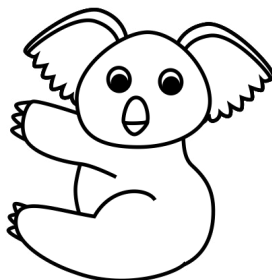
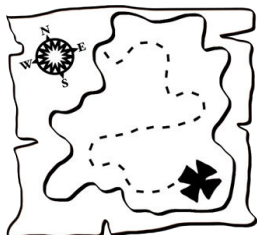
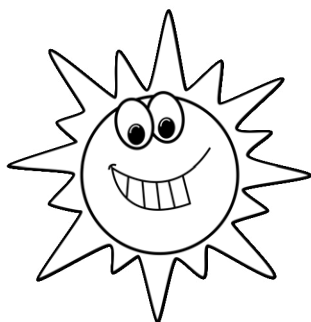


Find the letter

T	S	p	s
S	N	S	c
s	S	s	h
S	v	s	S

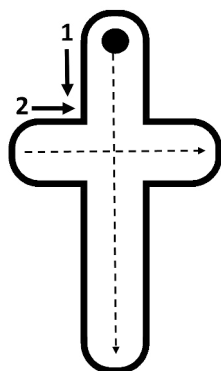
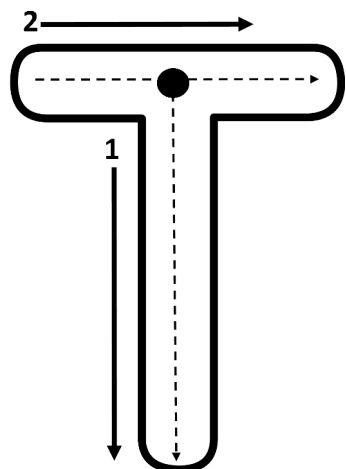


Color all the pictures with this letter sound.



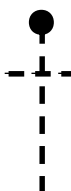
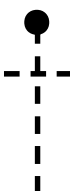
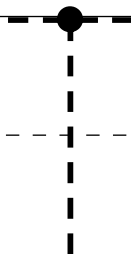
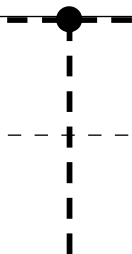
Name: \_\_\_\_\_

## Letter Review

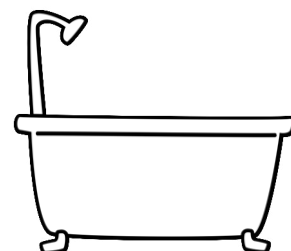
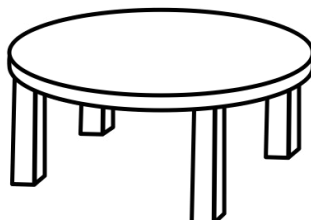
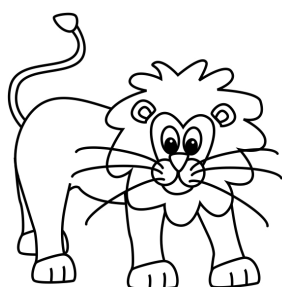
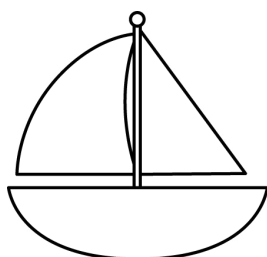
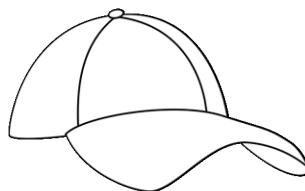
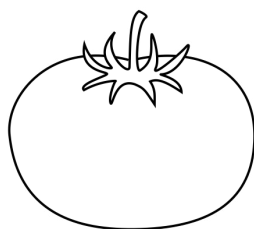
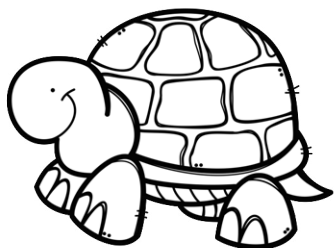


Find the letter

T	k	T	t
g	T	t	s
t	o	t	T
r	t	T	B



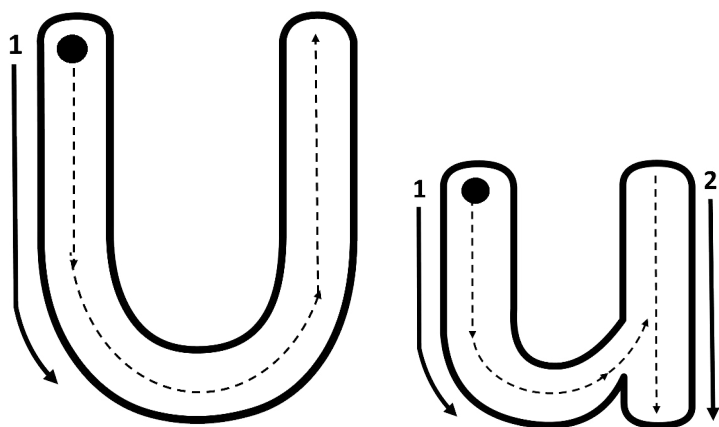
Color all the pictures with this letter sound.





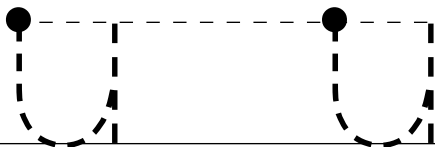
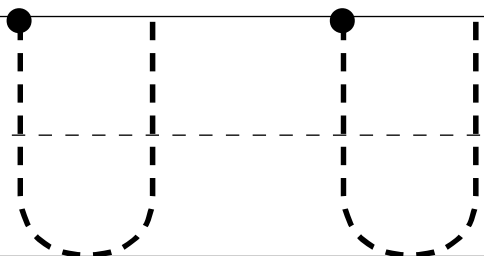
Name: \_\_\_\_\_

## Letter Review

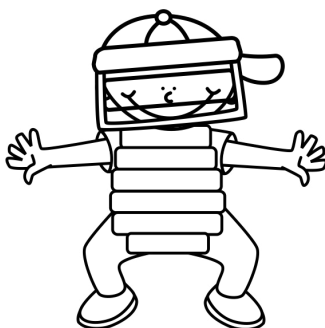
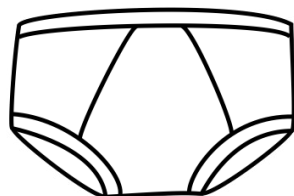
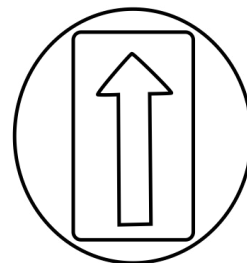
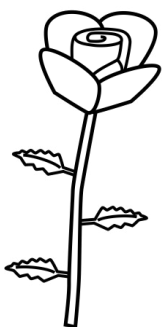
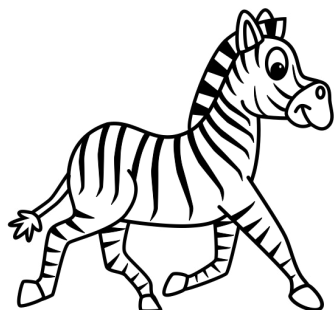


Find the letter

U	u	U	H
b	U	e	u
Y	u	W	U
u	a	U	u

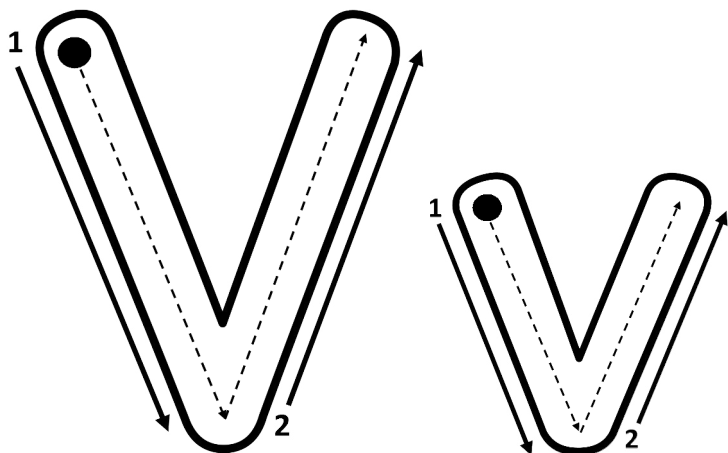


Color all the pictures with this letter sound.



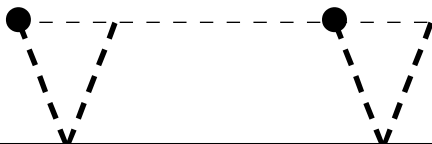
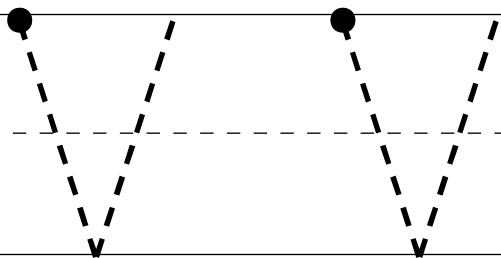
Name: \_\_\_\_\_

## Letter Review

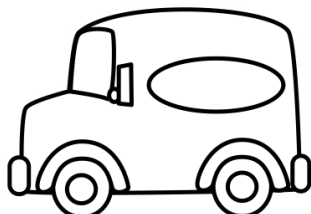
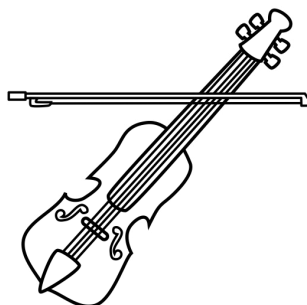
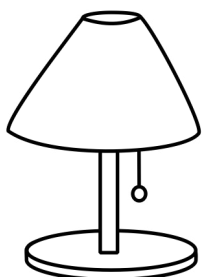
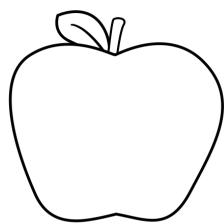


Find the letter

V	g	V	v
l	v	A	V
P	V	v	q
v	O	V	v

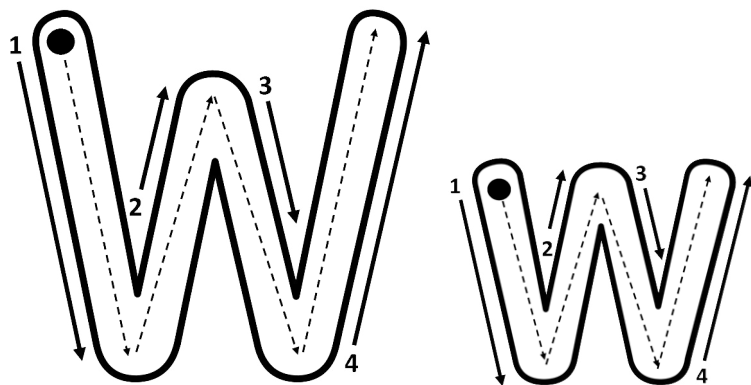


Color all the pictures with this letter sound.



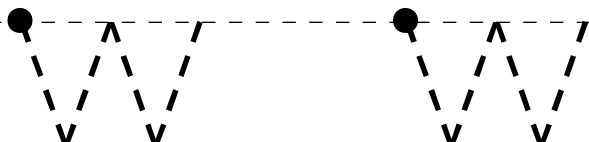
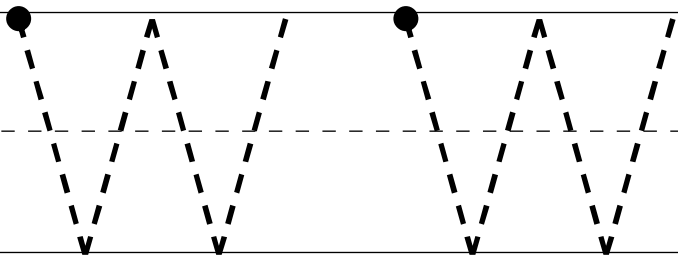
Name: \_\_\_\_\_

## Letter Review

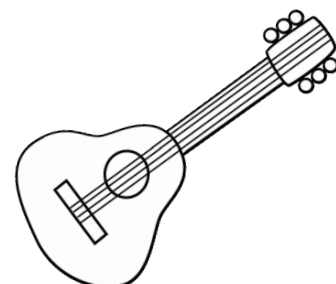
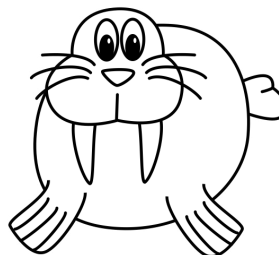
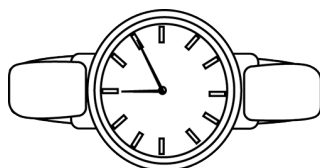
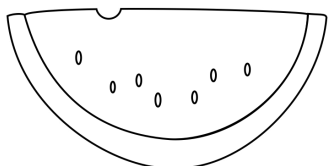
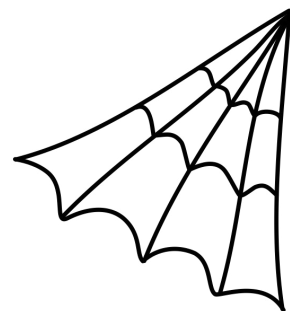
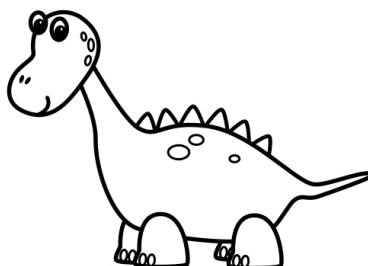
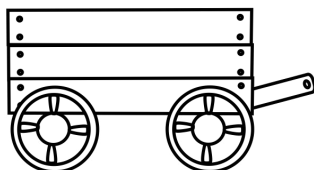
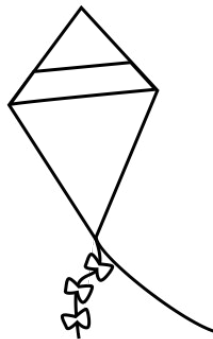


Find the letter

w	W	t	W
n	G	W	w
W	w	S	W
Z	W	w	V

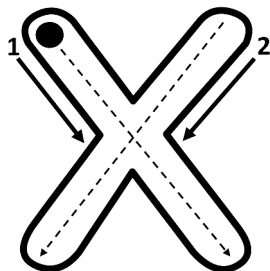
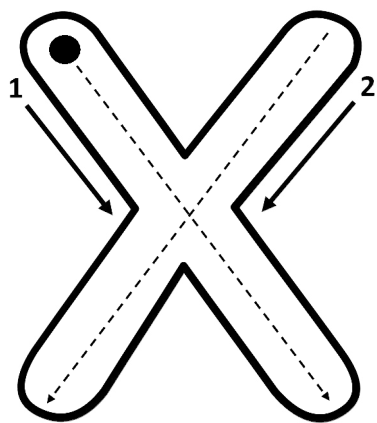


Color all the pictures with this letter sound.



Name: \_\_\_\_\_

## Letter Review



Find the letter

X

I

X

x

c

X

r

x

x

Q

x

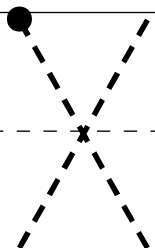
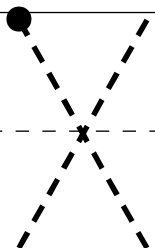
X

L

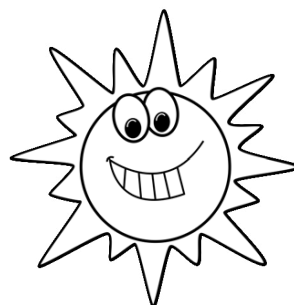
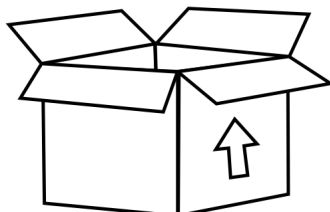
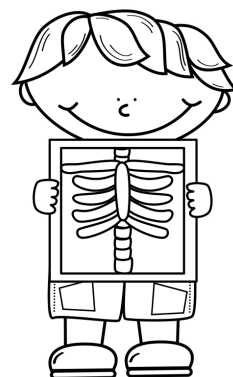
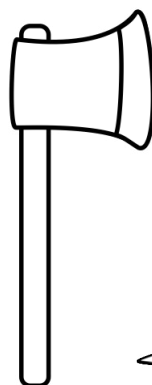
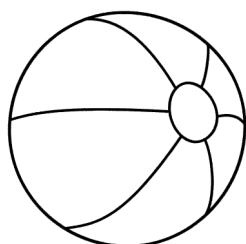
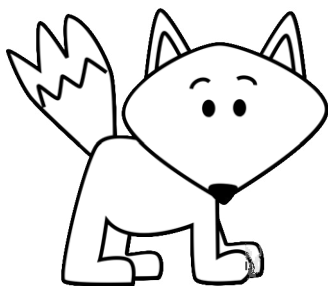
X

x

m

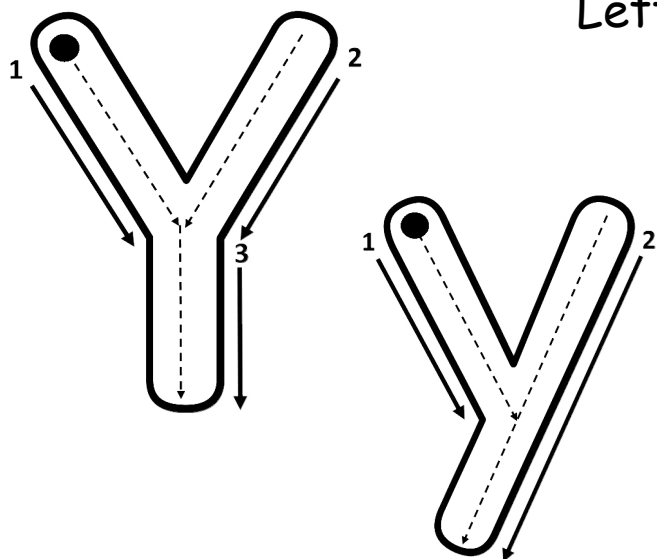


Color all the pictures with this letter sound.



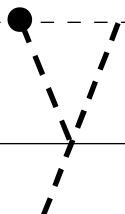
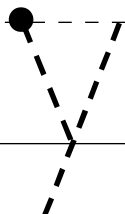
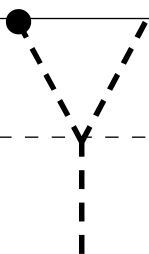
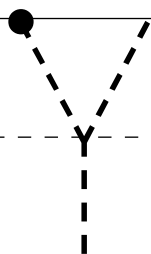
Name: \_\_\_\_\_

## Letter Review

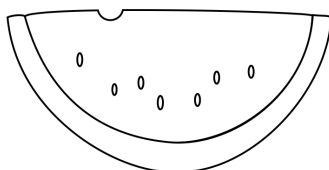
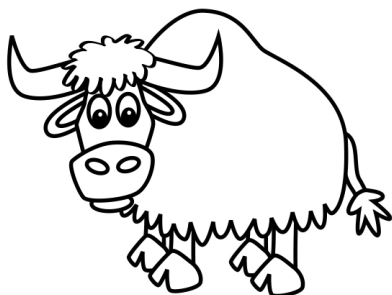
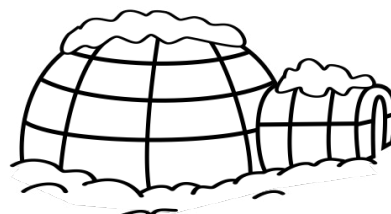
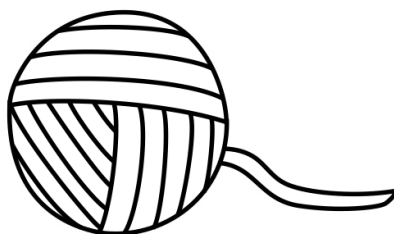
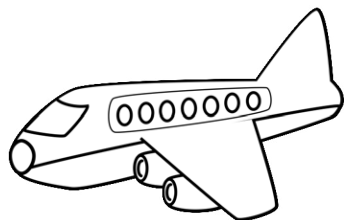


Find the letter

J	Y	b	y
Y	P	Y	M
y	r	y	Y
Y	y	z	y

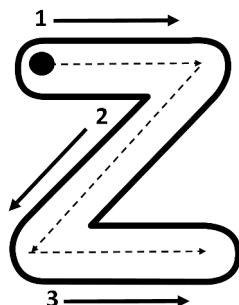
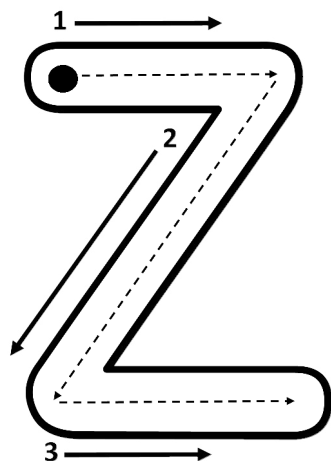


Color all the pictures with this letter sound.



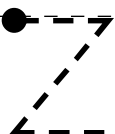
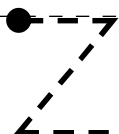
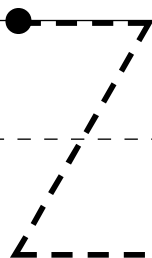
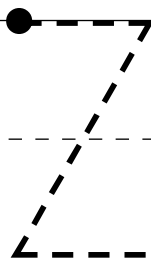
Name: \_\_\_\_\_

## Letter Review

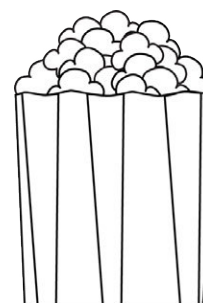
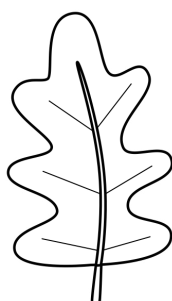
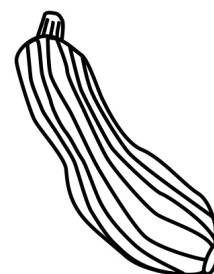
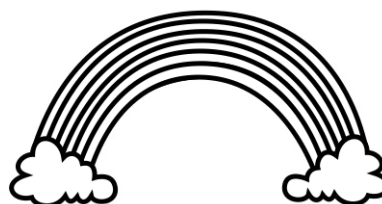
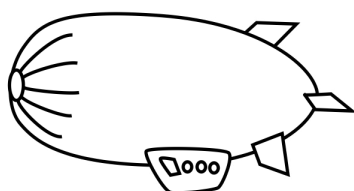
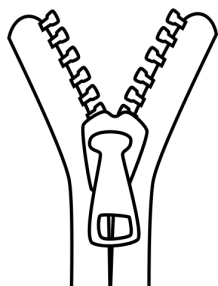


Find the letter

F	Z	z	Z
Z	z	e	z
z	d	Z	V
p	Z	t	z



Color all the pictures with this letter sound.



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<https://www.teacherspayteachers.com/Store/Sticky-Foot-Studio>

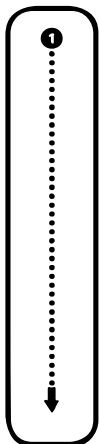


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please email me at [totschooling@gmail.com](mailto:totschooling@gmail.com)

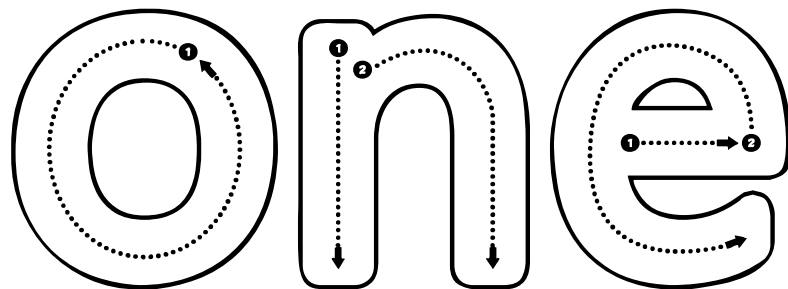
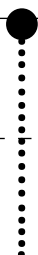
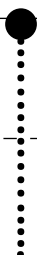
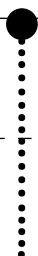


Name: \_\_\_\_\_

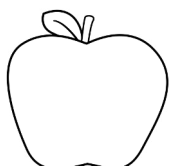
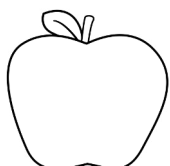
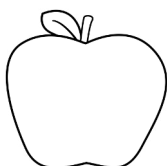
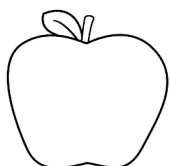
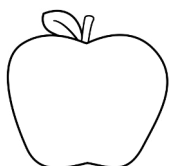
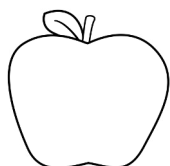
## Number Review




Trace & Write it



Color 1 picture



Find the number

1      4      2      6

5      1      1      9

1      3      1      8

7      1      10      1

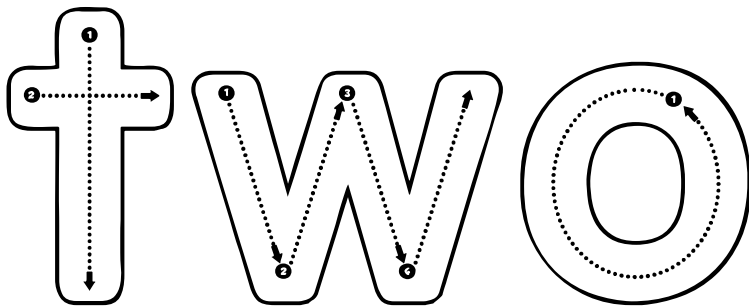
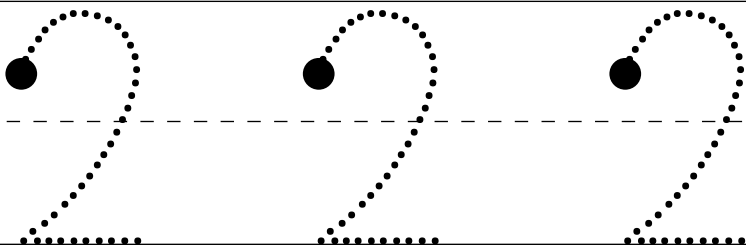
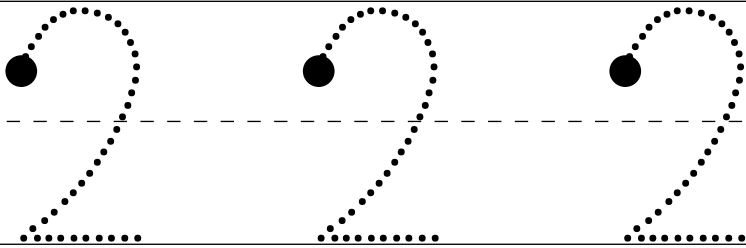


Name: \_\_\_\_\_

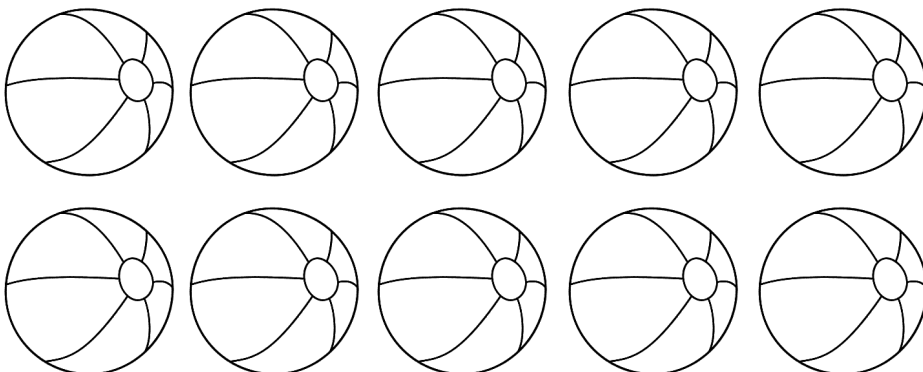
## Number Review




Trace & Write it



Color 2 pictures



Find the number

2    4    2    6

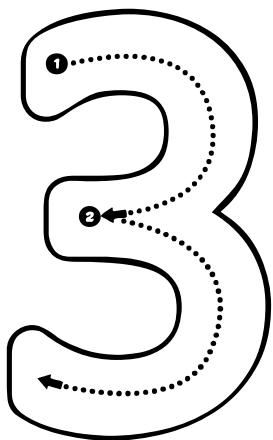
2    1    5    9

10    2    7    2

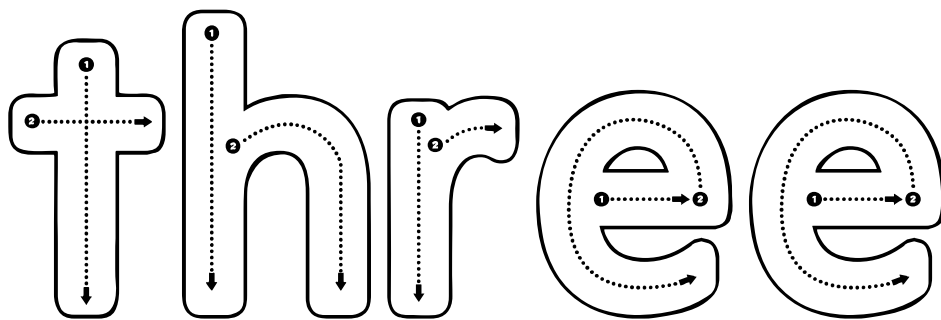
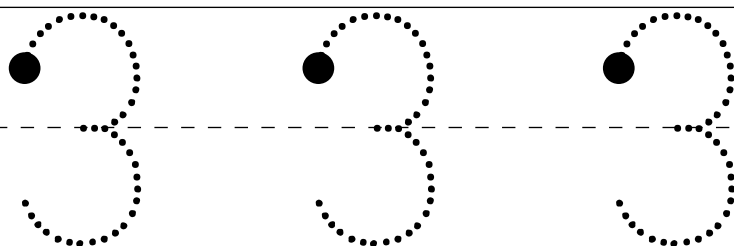
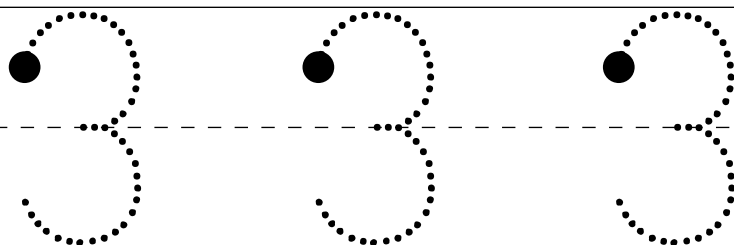
2    3    2    8

Name: \_\_\_\_\_

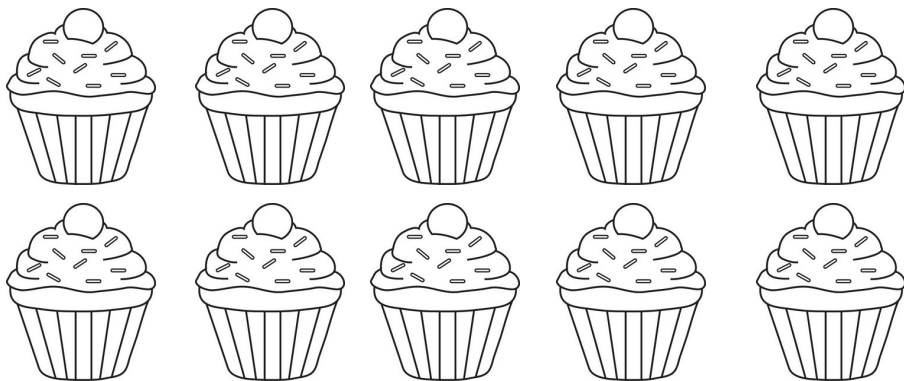
## Number Review




Trace & Write it



Color 3 pictures



Find the number

7      3      4      9

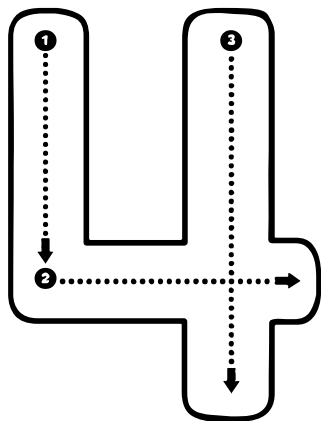
3      1      3      3

8      6      3      2

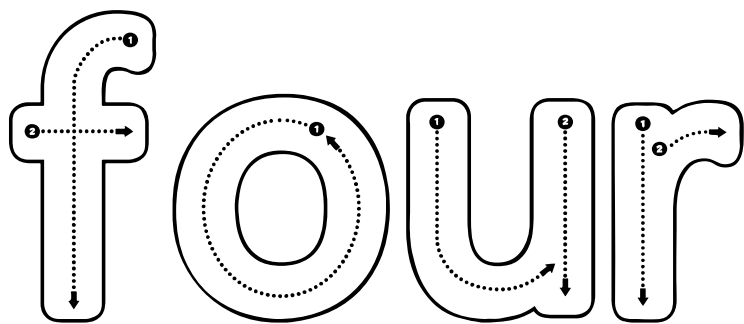
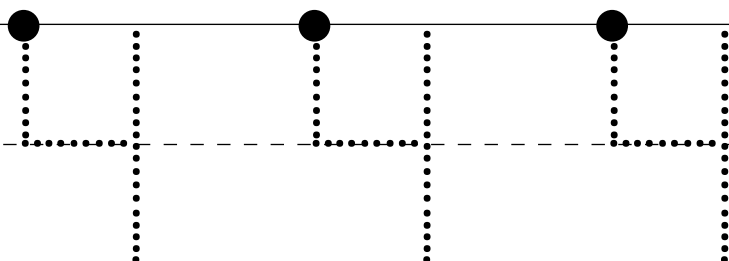
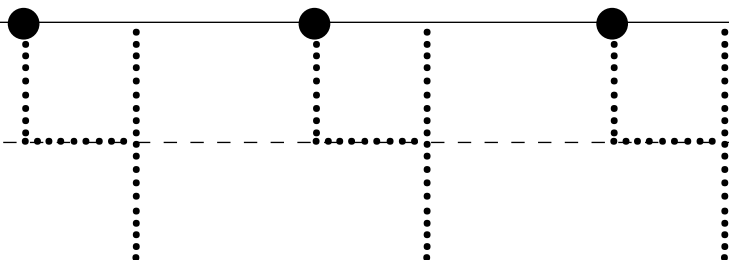
3      3      5      10

Name: \_\_\_\_\_

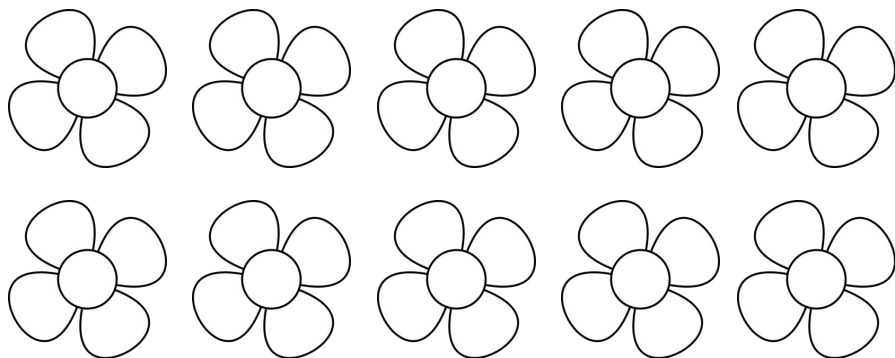
## Number Review




Trace & Write it



Color 4 pictures

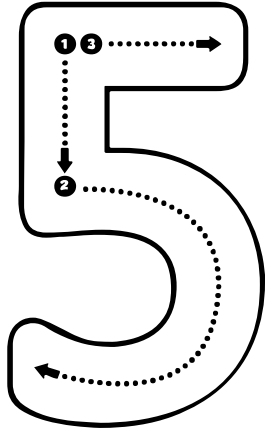


Find the number

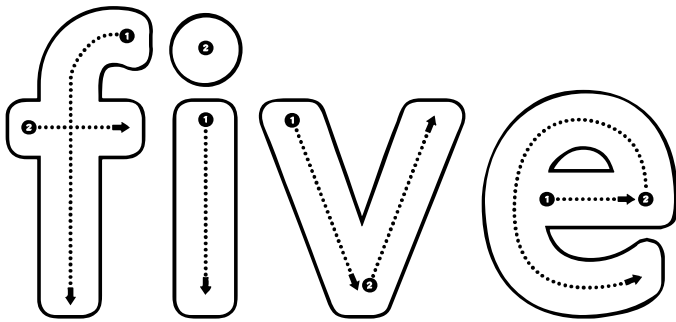
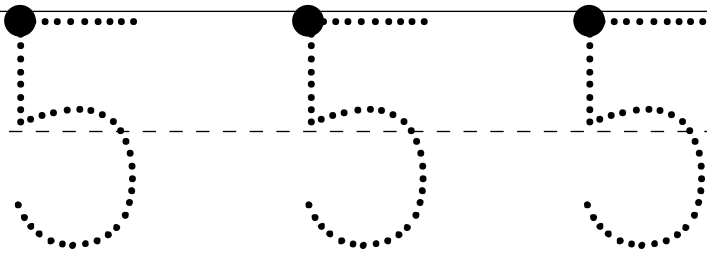
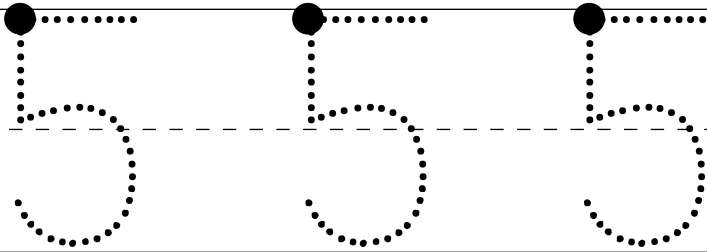
4	3	4	1
6	4	9	5
4	10	4	4
7	2	8	4

Name: \_\_\_\_\_

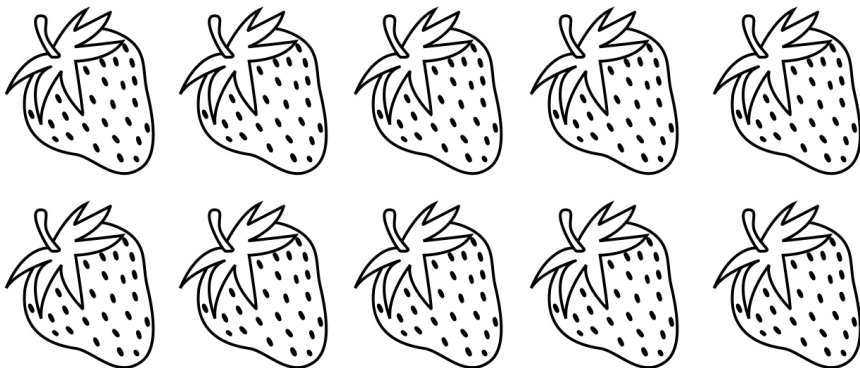
## Number Review




Trace & Write it



Color 5 pictures

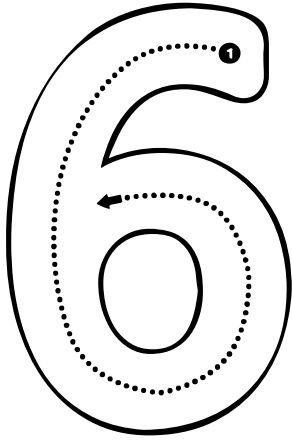


Find the number

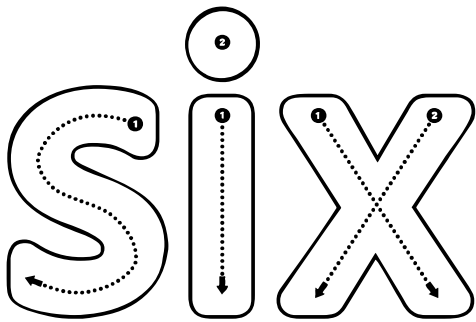
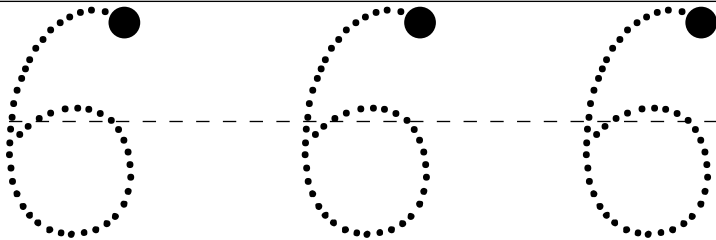
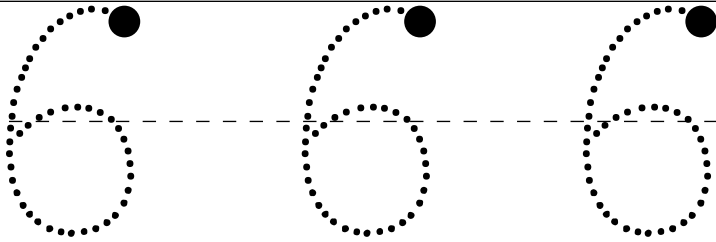
1	5	7	3
5	6	9	5
4	5	2	8
5	10	5	5

Name: \_\_\_\_\_

## Number Review




Trace & Write it



Color 6 pictures

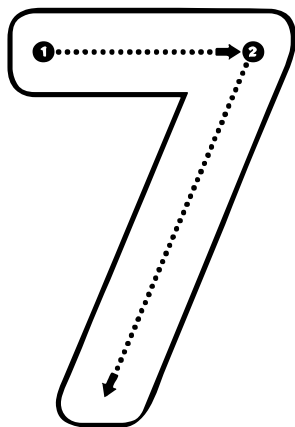


Find the number

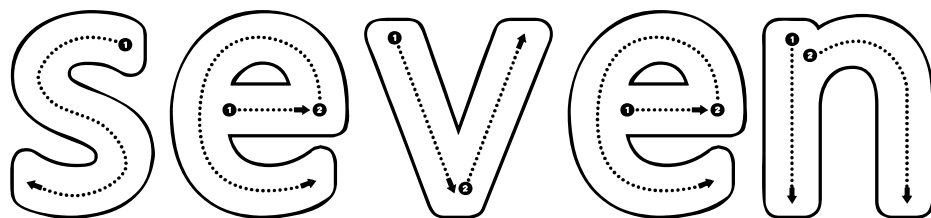
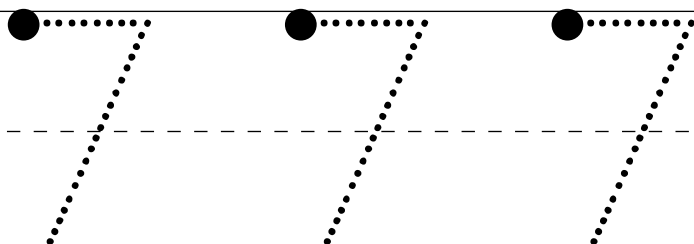
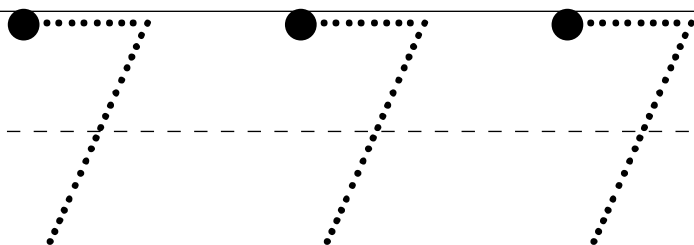
1	6	2	6
8	6	6	9
6	7	10	4
3	6	5	6

Name: \_\_\_\_\_

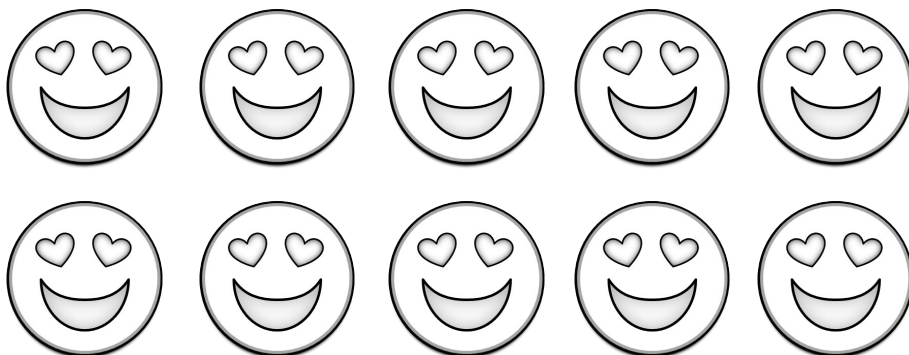
## Number Review




Trace & Write it



Color 7 pictures



Find the number

7    6    2    7

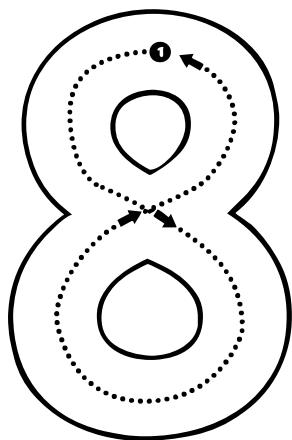
7    4    7    9

1    7    10    5

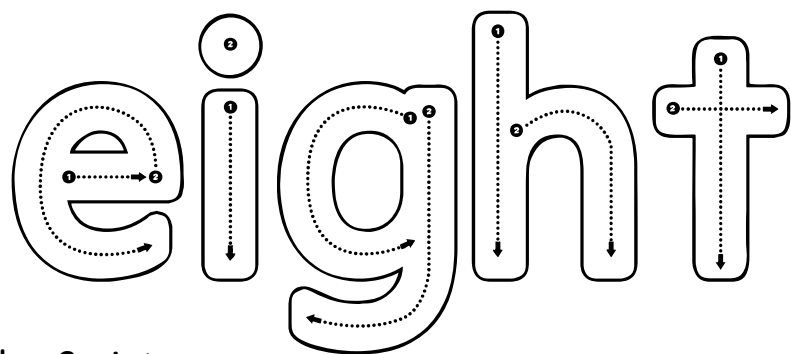
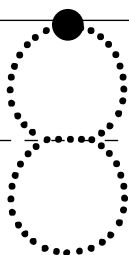
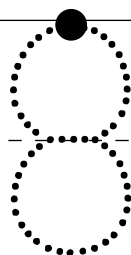
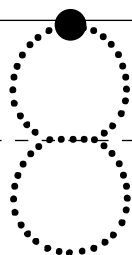
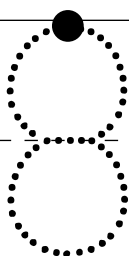
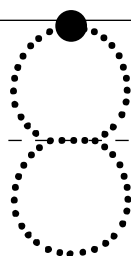
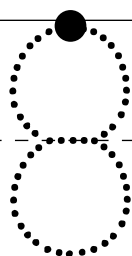
3    8    7    7

Name: \_\_\_\_\_

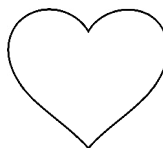
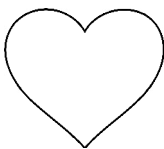
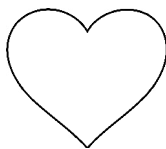
## Number Review




Trace & Write it



Color 8 pictures



Find the number

3      6      8      2

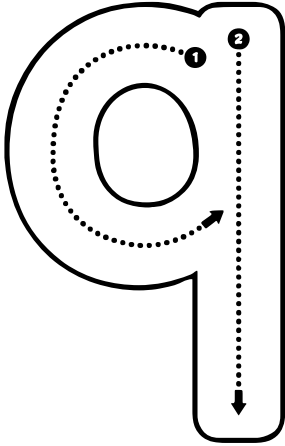
8      4      8      9

1      8      10      8

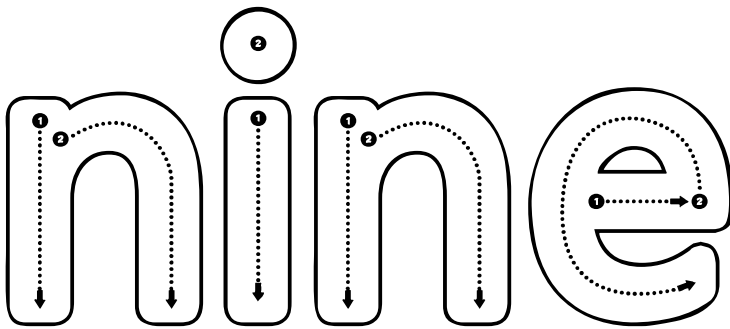
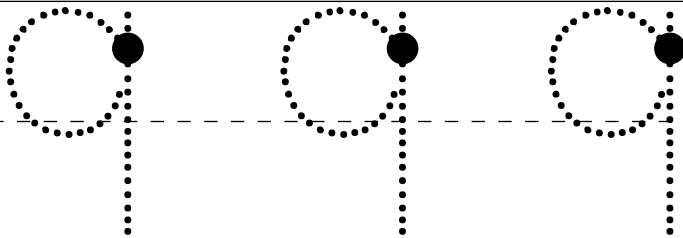
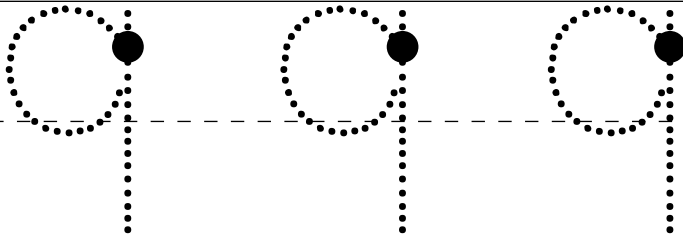
7      8      8      5

Name: \_\_\_\_\_

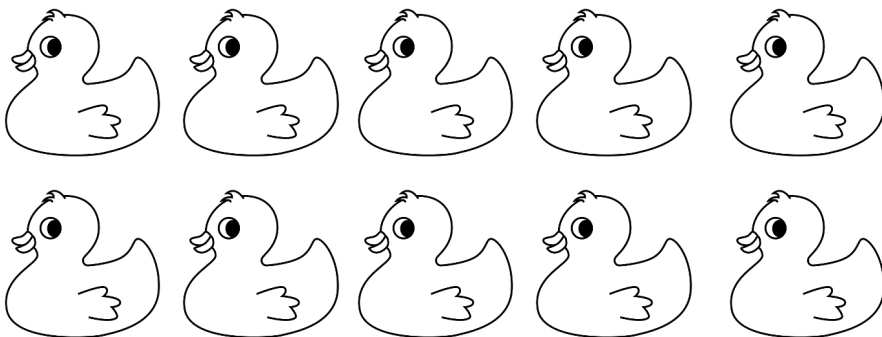
## Number Review




Trace & Write it



Color 9 pictures



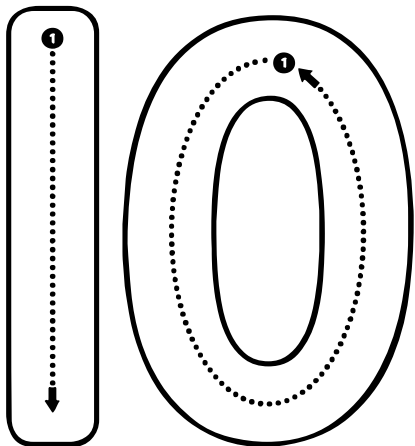
Find the number

q	1	8	2
4	q	7	q
q	3	q	6
10	q	q	5

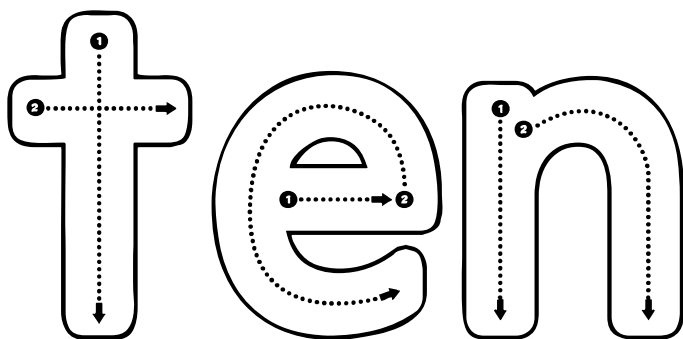
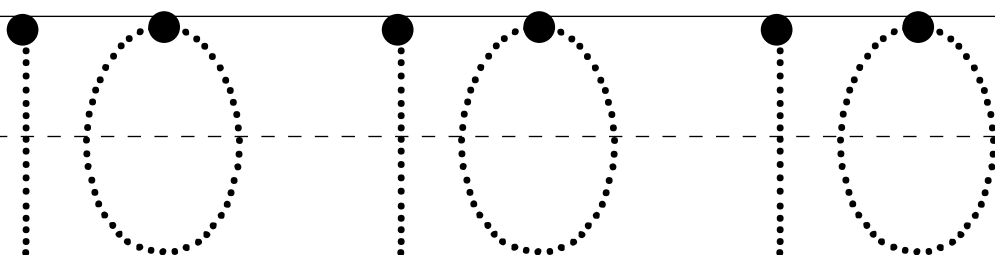
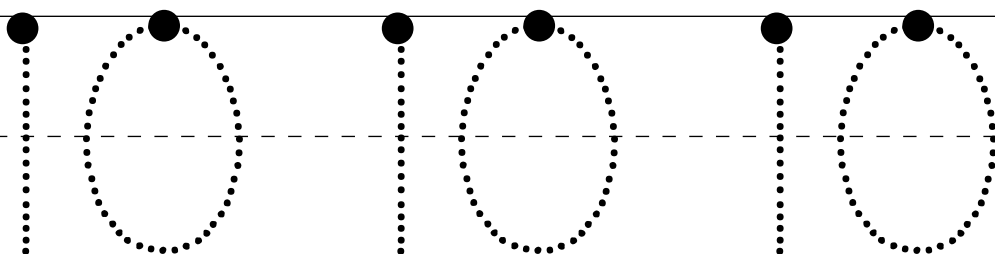


Name: \_\_\_\_\_

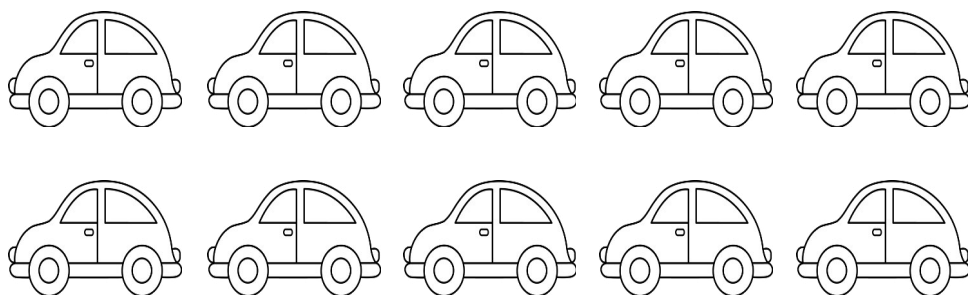
## Number Review




Trace & Write it



Color 10 pictures



Find the number

3    10    8    2

10    5    10    9

1    10    10    6

10    7    4    10

# Are you ready for school?

I can use the toilet and wash my hands by myself

I can recognise my own name in writing

I can get dressed by myself

I can count to 10

I can sit and listen

I can eat with a knife and fork

I can talk about my day

I can share my toys

I can name some colours and shapes

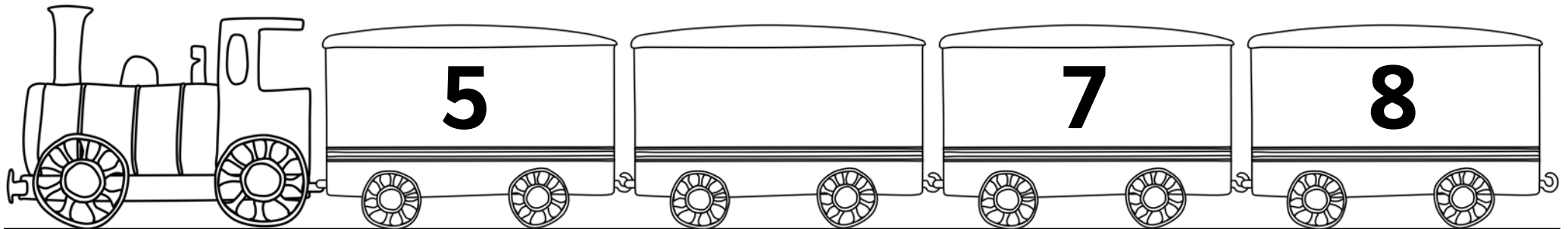
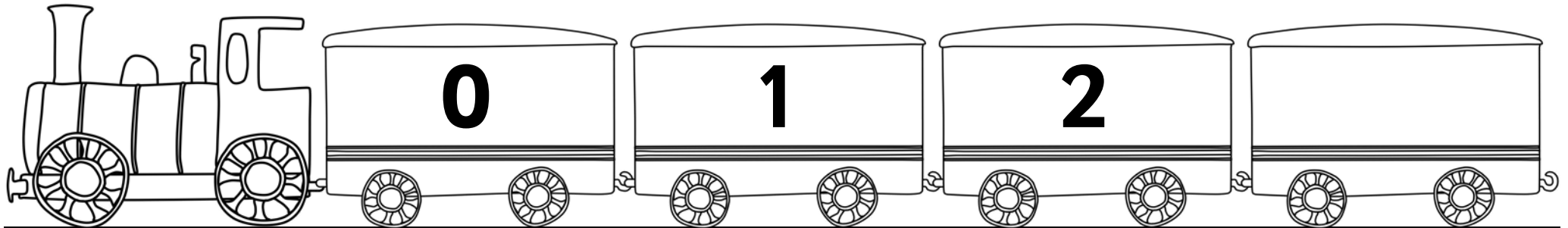
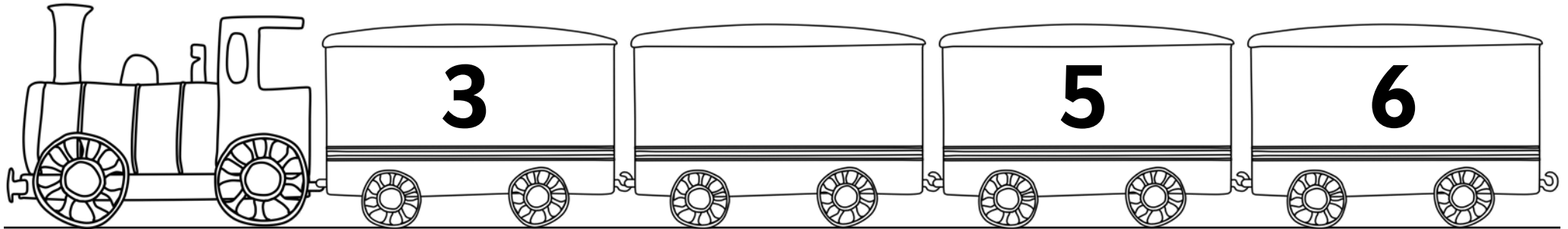
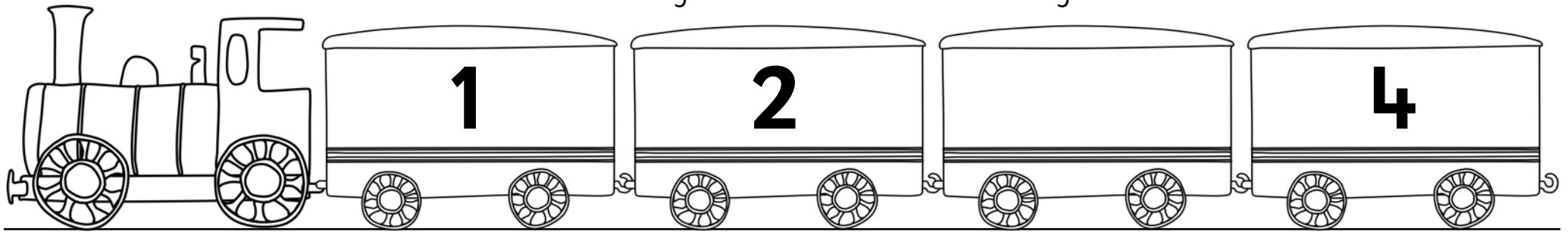
I can put on my socks and shoes

Draw a happy face if you can  
do it.

Name: \_\_\_\_\_

# Missing Number Trains

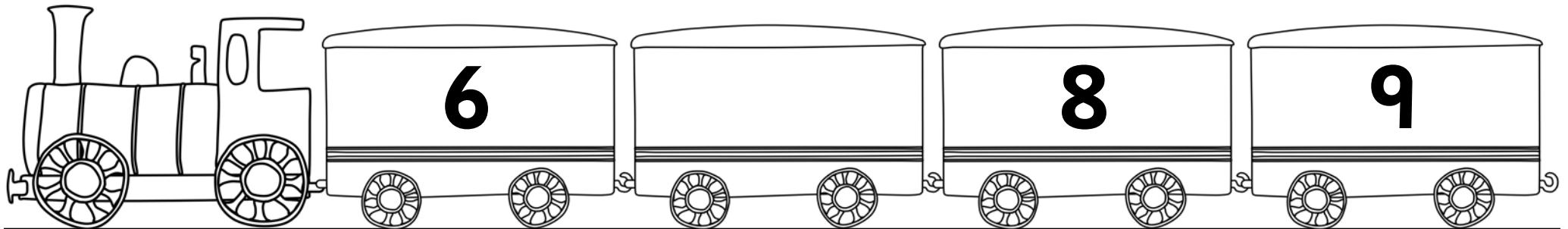
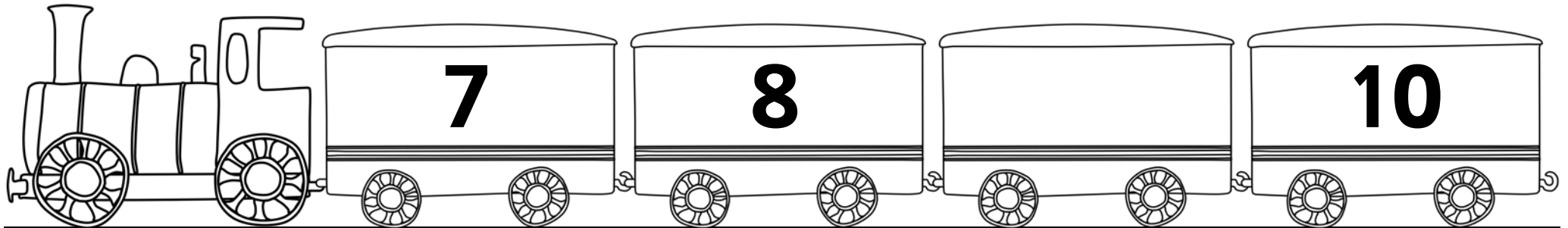
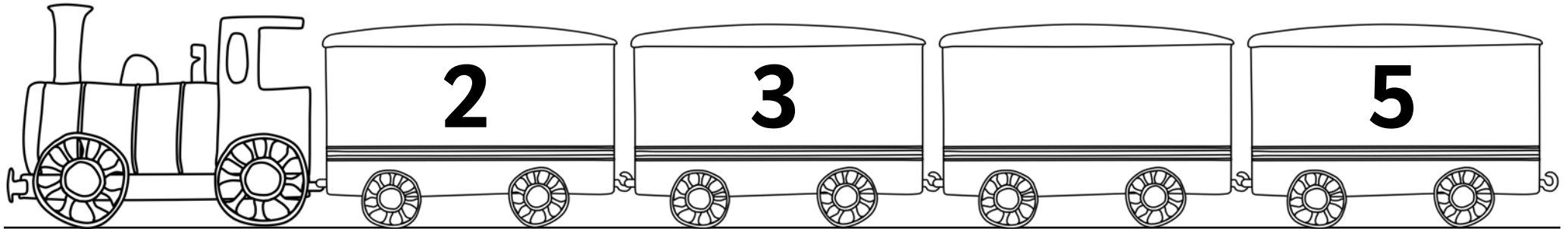
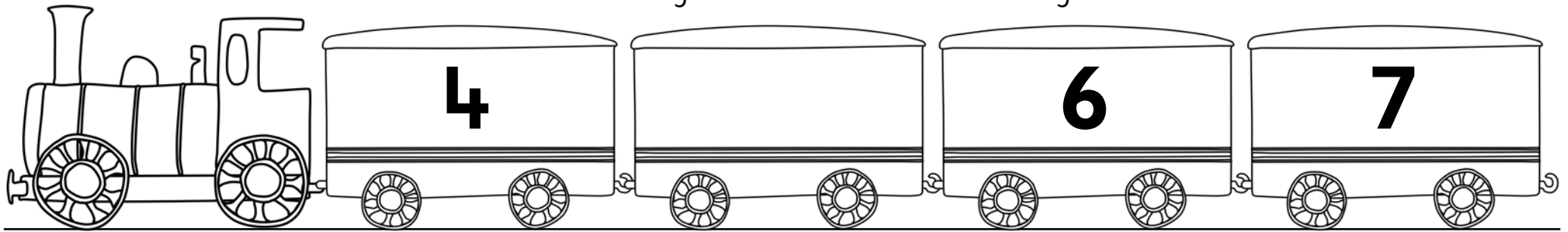
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

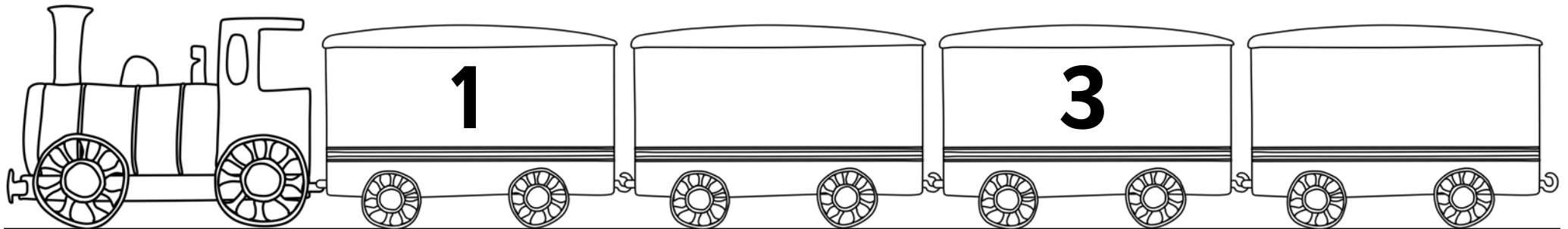
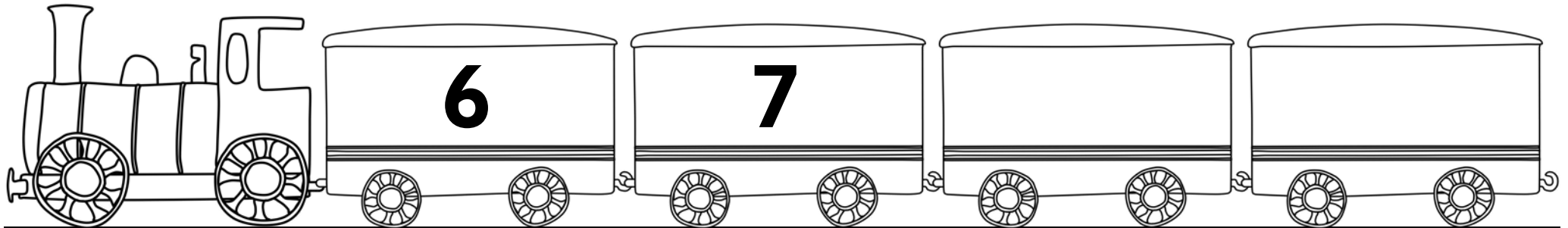
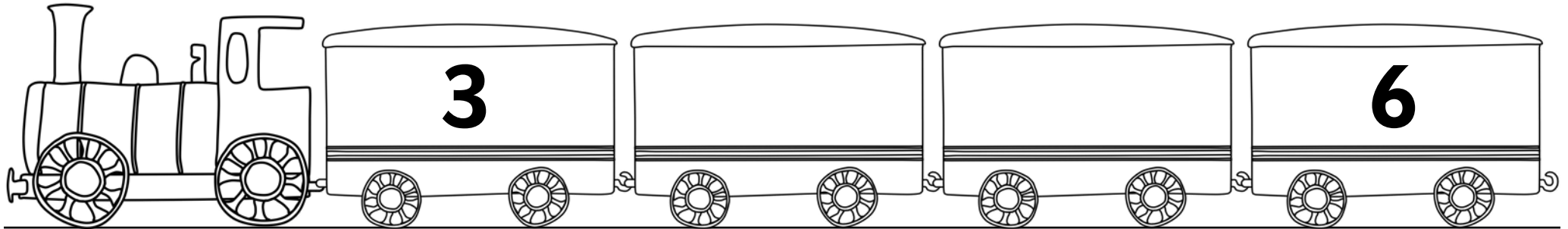
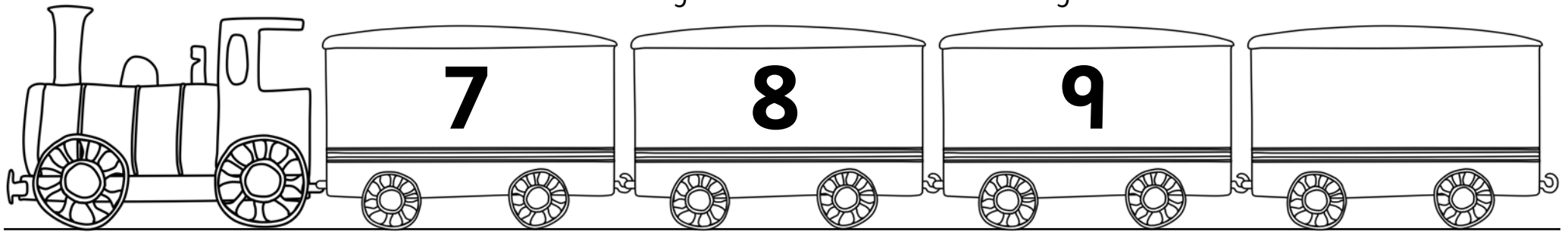
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

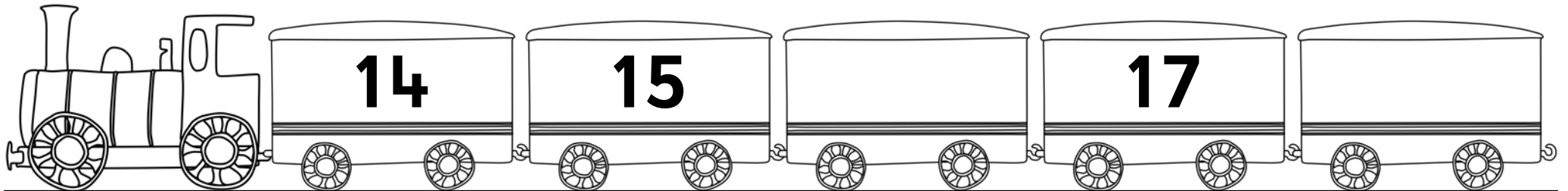
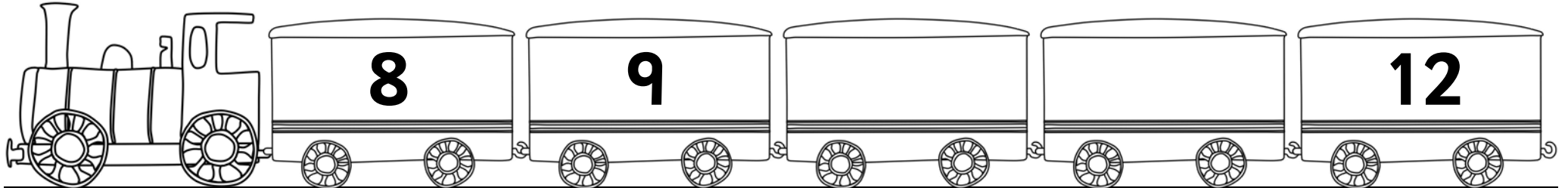
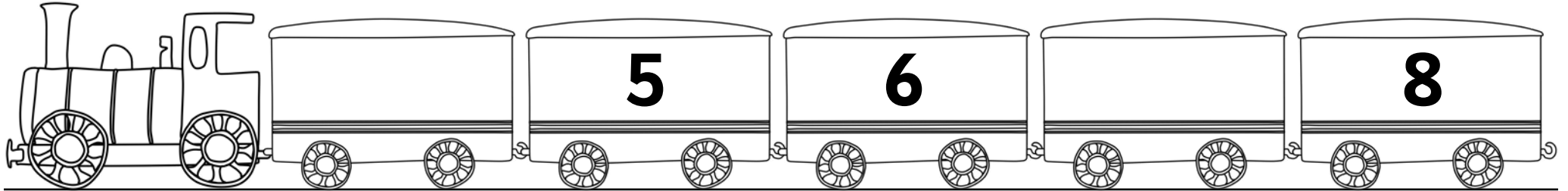
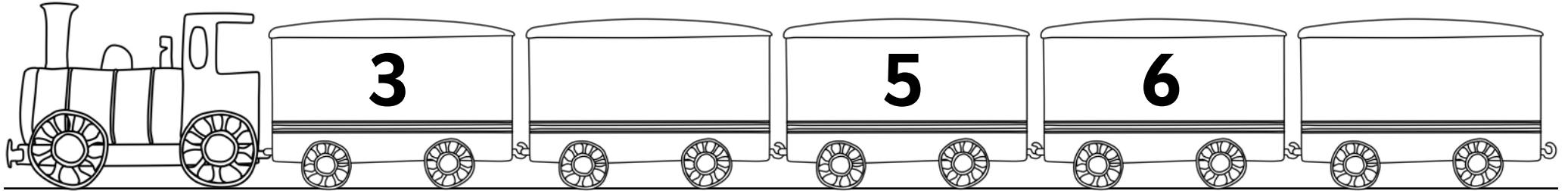
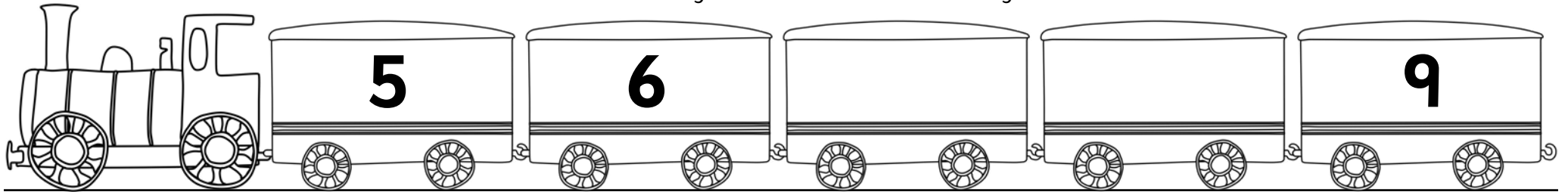
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

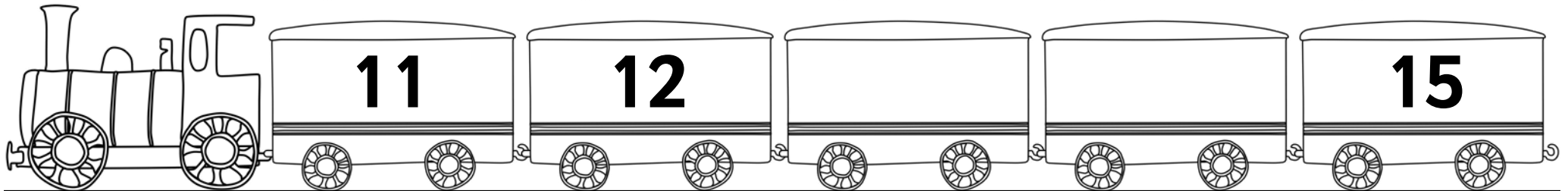
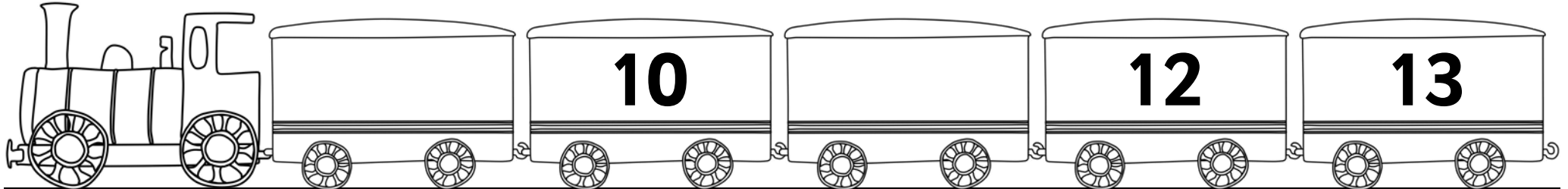
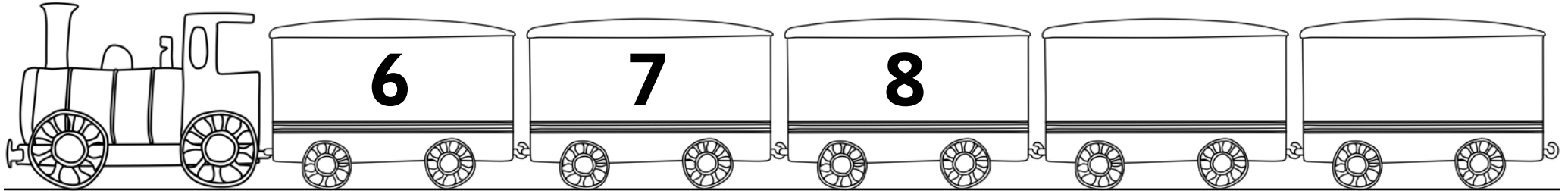
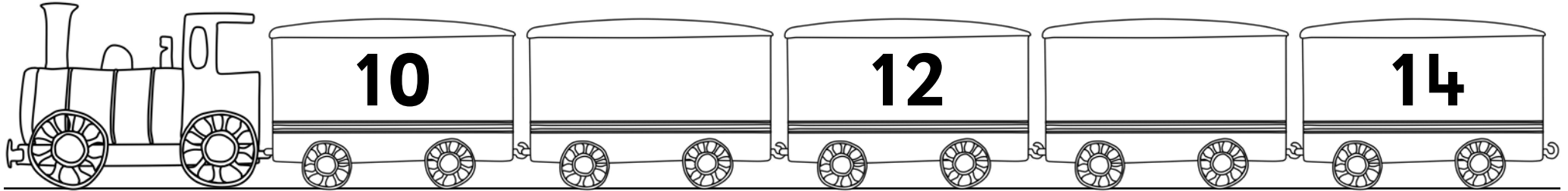
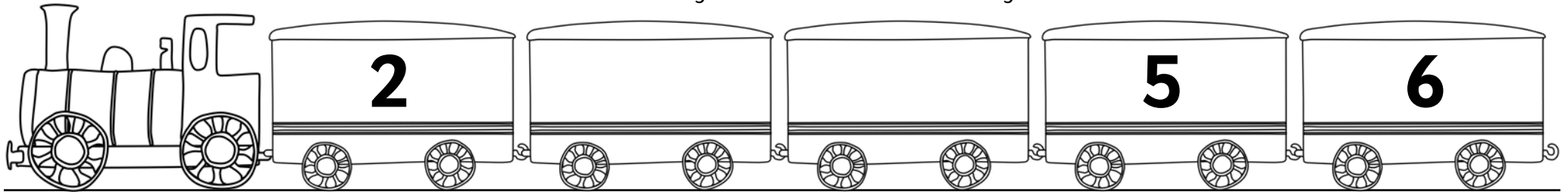
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

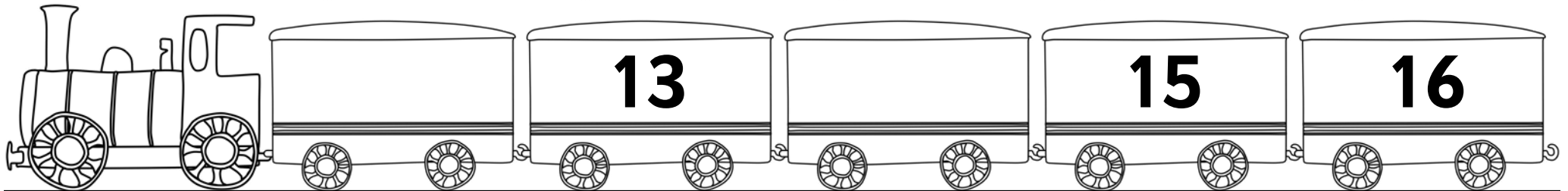
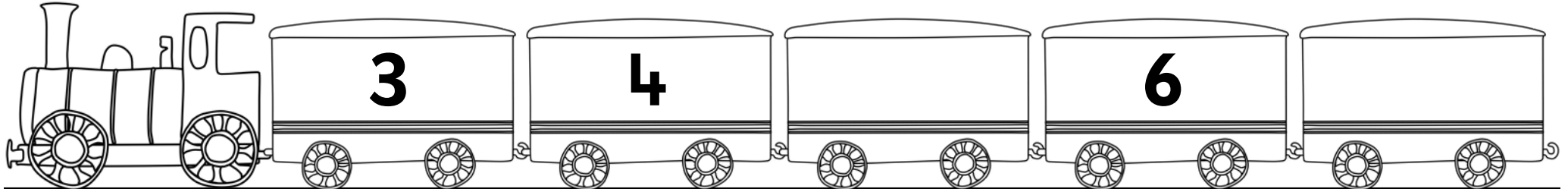
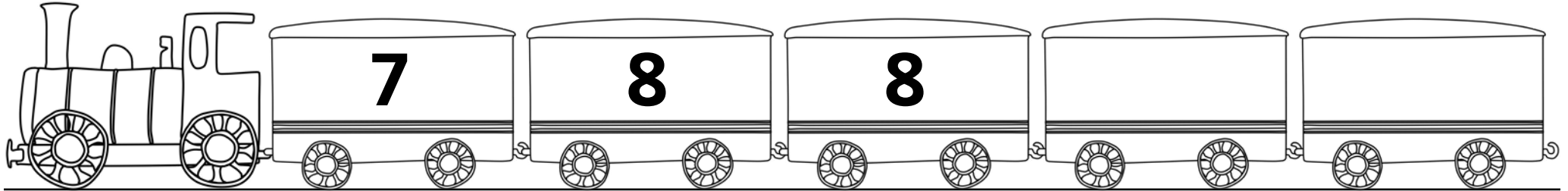
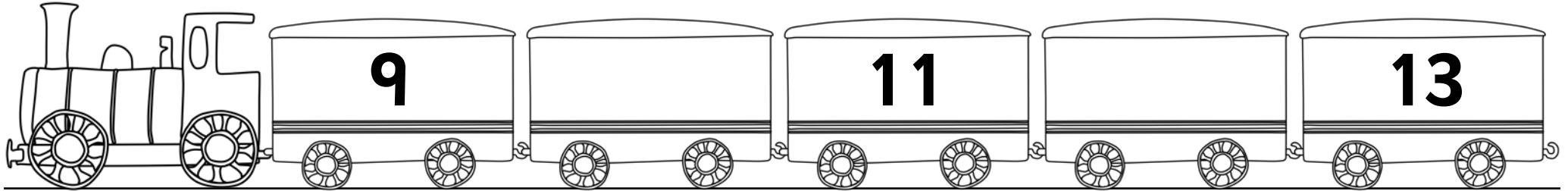
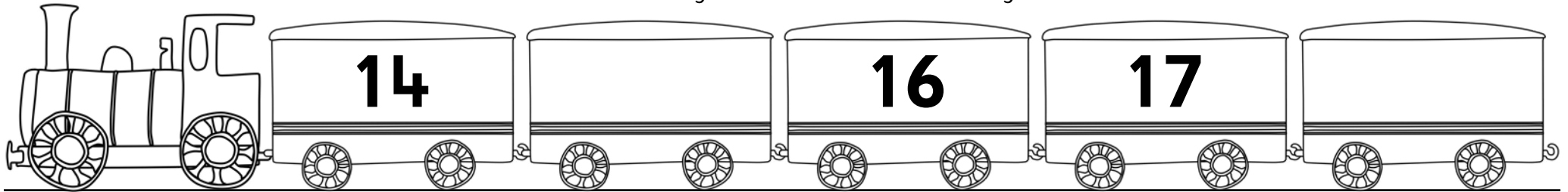
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

Write the missing numbers on the train carriages.

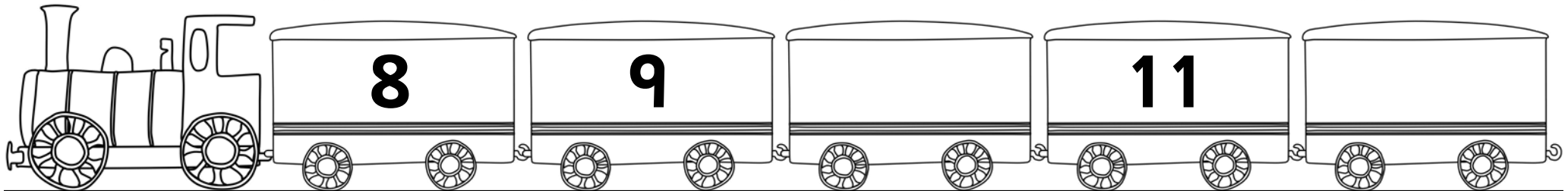
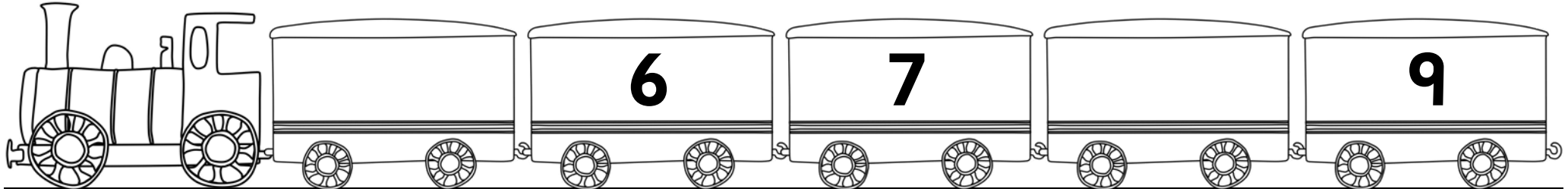
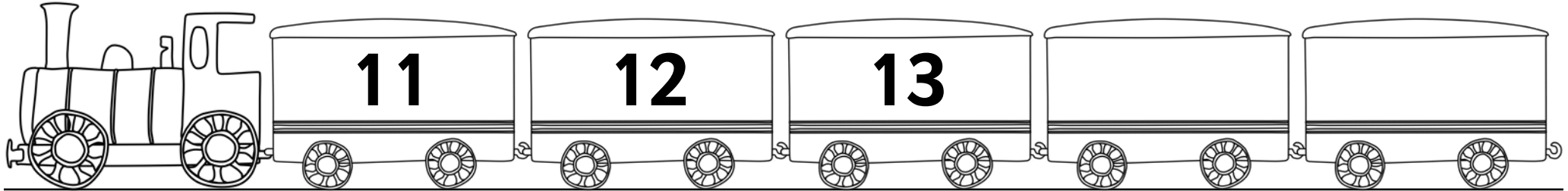
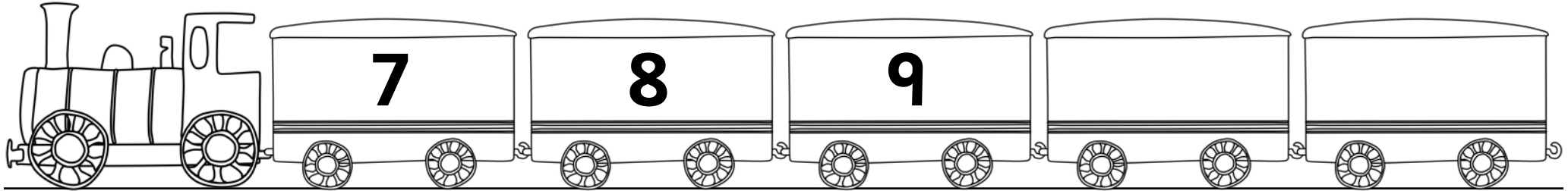
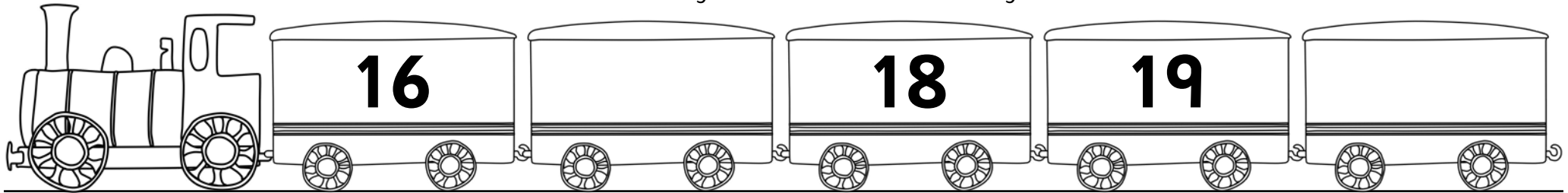




Name: \_\_\_\_\_

# Missing Number Trains

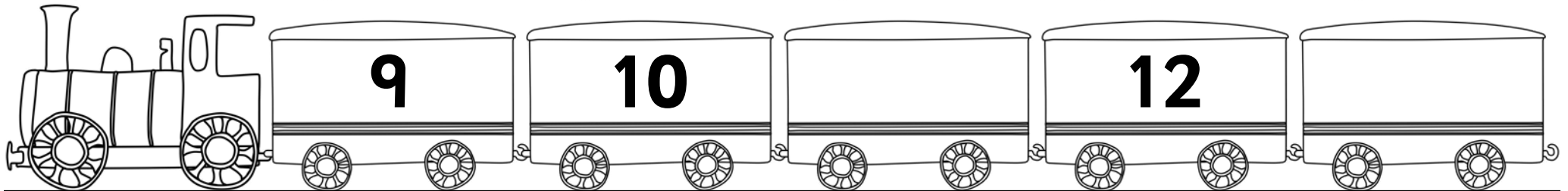
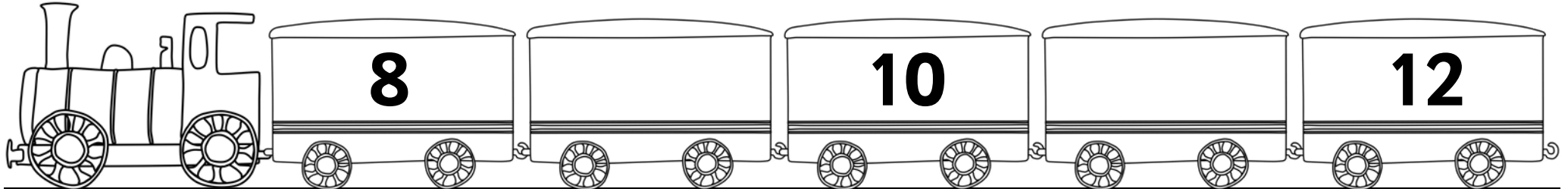
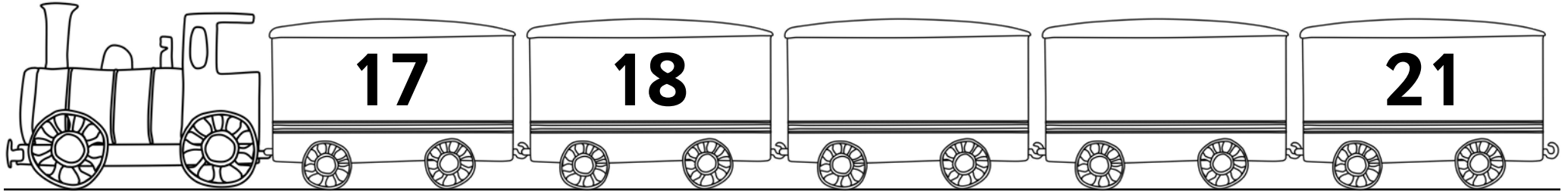
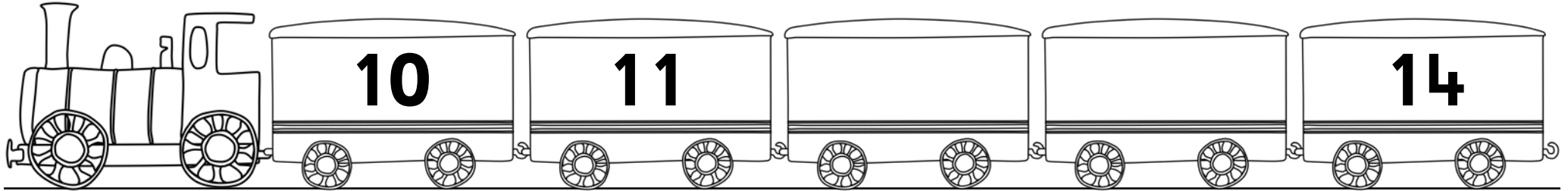
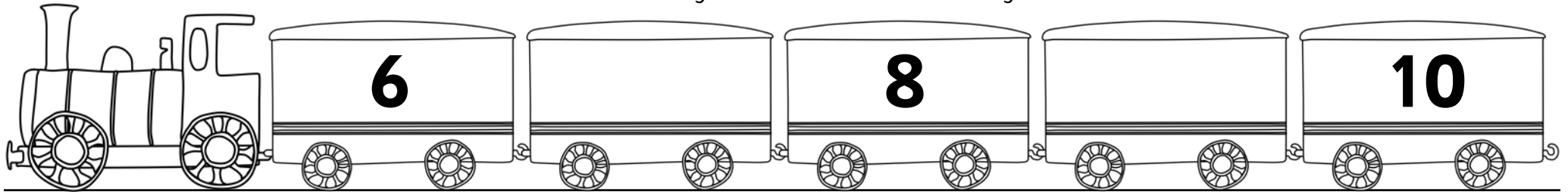
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

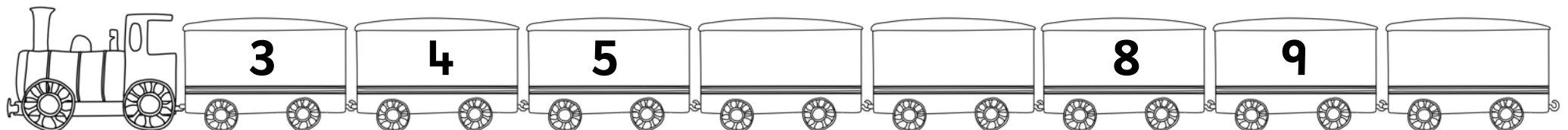
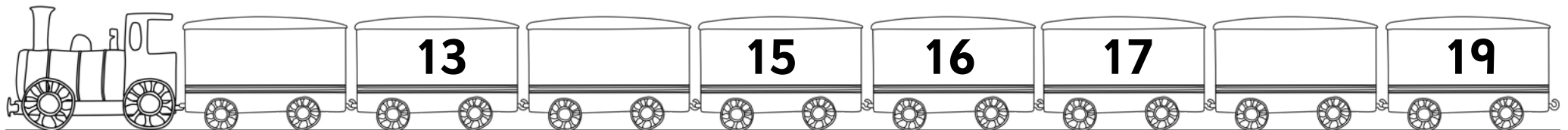
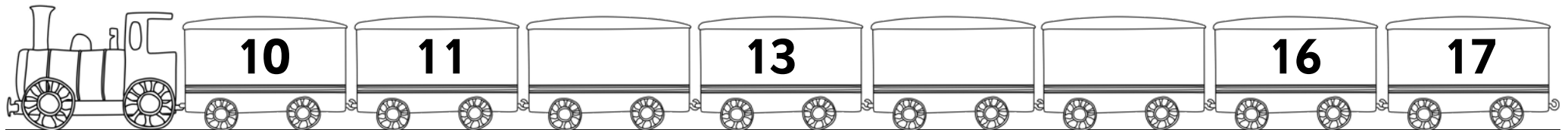
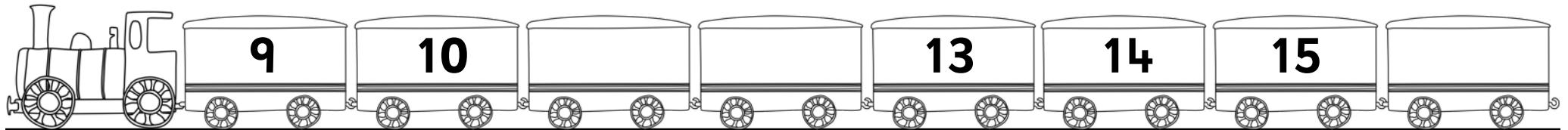
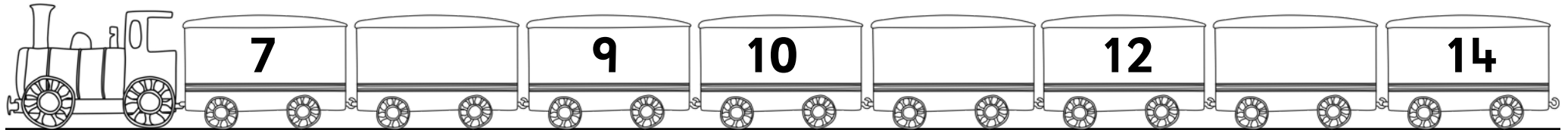
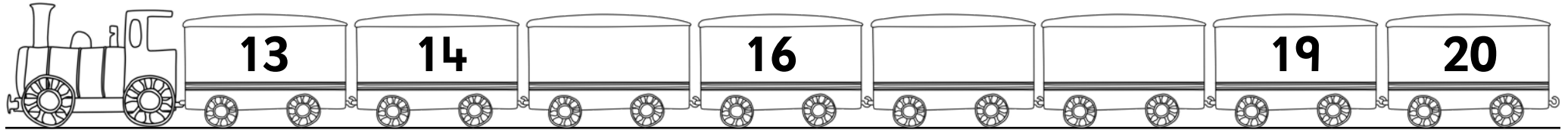
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

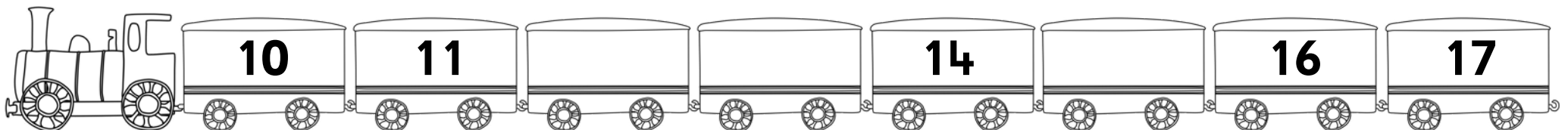
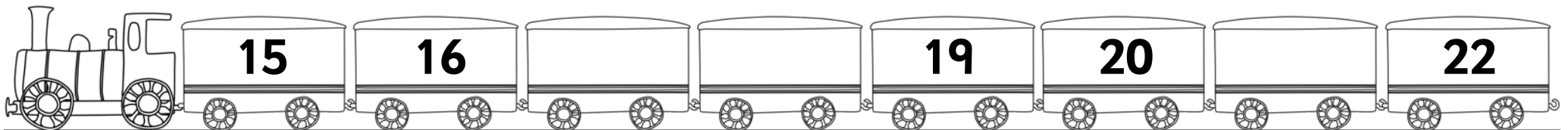
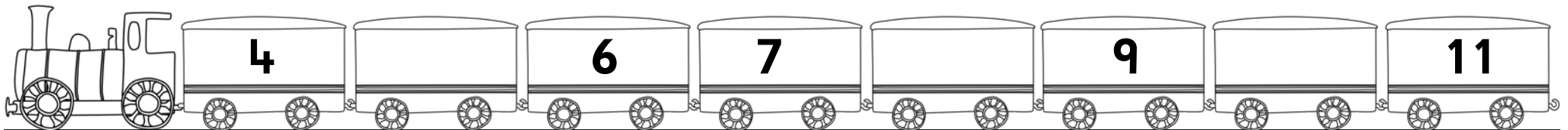
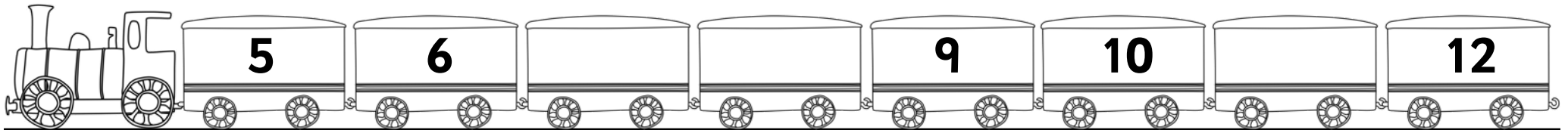
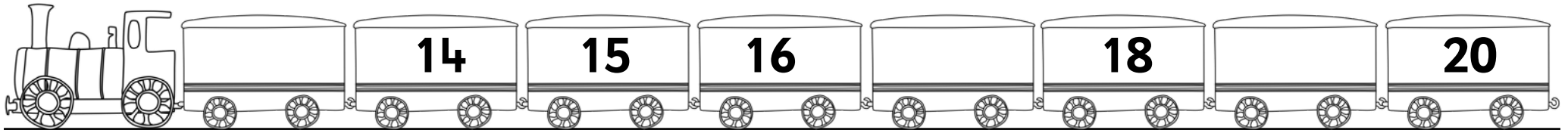
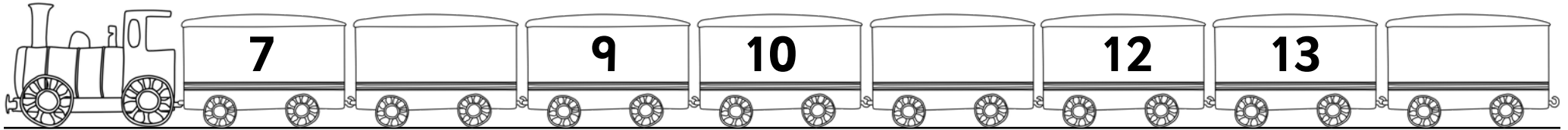
Write the missing numbers on the train carriages.



Name: \_\_\_\_\_

# Missing Number Trains

Write the missing numbers on the train carriages.



# Getting Ready for



## Over the summer

- ☐ Find a bedtime book about starting school to read to your child. (Visit Oxford Owl for our recommendations)
- ☐ Go on a shape hunt to start developing early maths skills
- ☐ Check that your child can recognise their name when it's written down
- ☐ Make sure your child can go to the loo and wash their hands independently
- ☐ Establish a school-friendly bedtime routine
- ☐ Encourage socialising with other children at the park or with friends

## The week before school starts

- ☐ Label uniform and any other items that can be taken off and lost!
- ☐ Practise the whole school run – from getting dressed and having breakfast to making the journey to school
- ☐ Give your child confidence to ask their teacher or TA for help if they need it

## The day before, get everything ready

- ☐ School clothes laid out
- ☐ Shoes and coat ready by the door
- ☐ School bag packed
- ☐ Talk about the exciting day ahead

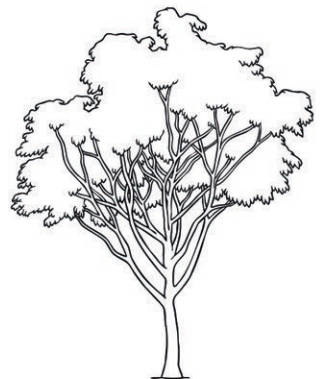
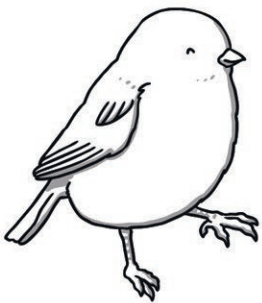
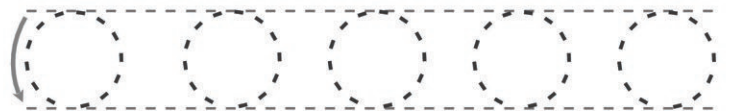
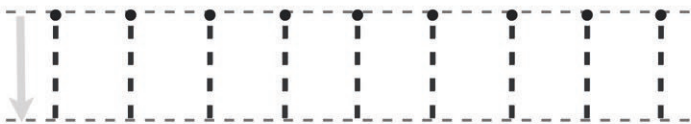
## The BIG day...

- ☐ Take a photo – it *is* their first day, after all
- ☐ Make a packed lunch if your child isn't having school dinners
- ☐ Check what time your child needs to be collected
- ☐ Compare notes with other parents – you've made it!

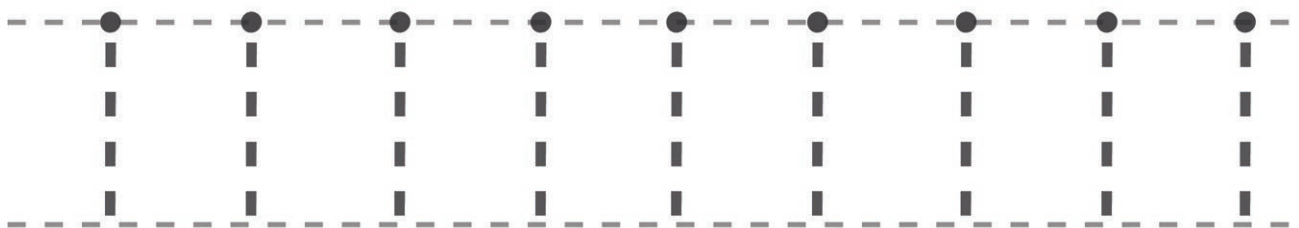
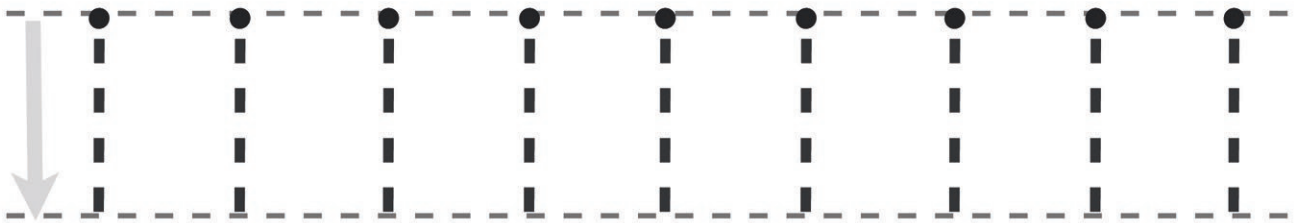
For more advice and support on starting school, visit:  
[www.oxfordowl.co.uk/starting-school](http://www.oxfordowl.co.uk/starting-school)



# My Pencil Control Workbook

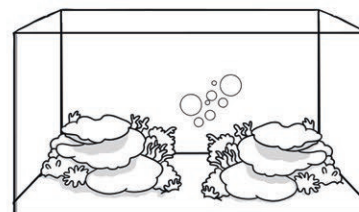
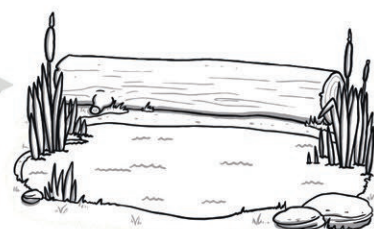
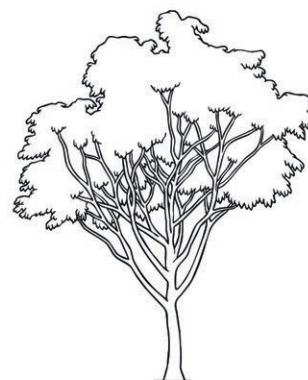
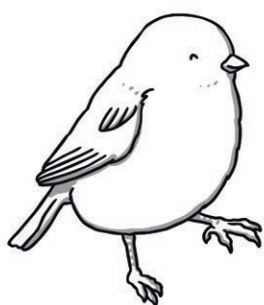
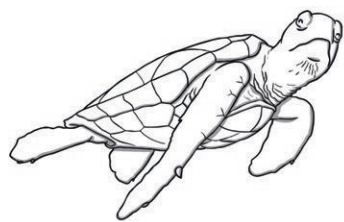


Trace the dotted lines to from top to bottom.



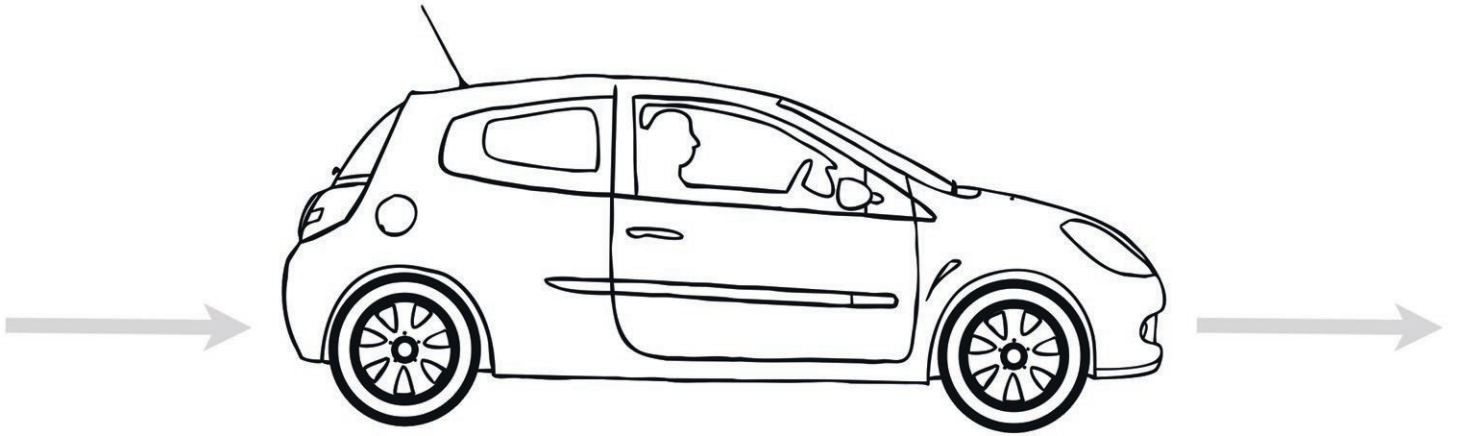


Trace the lines to help the animals get home.

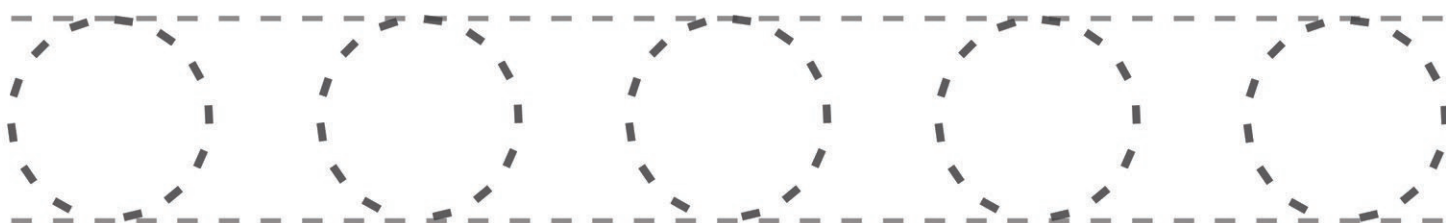
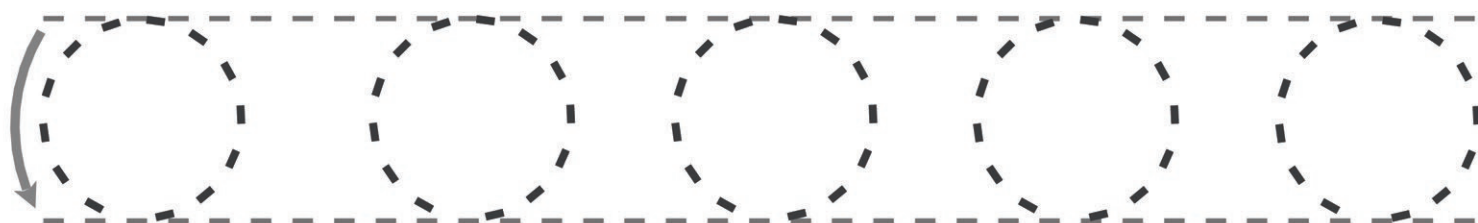




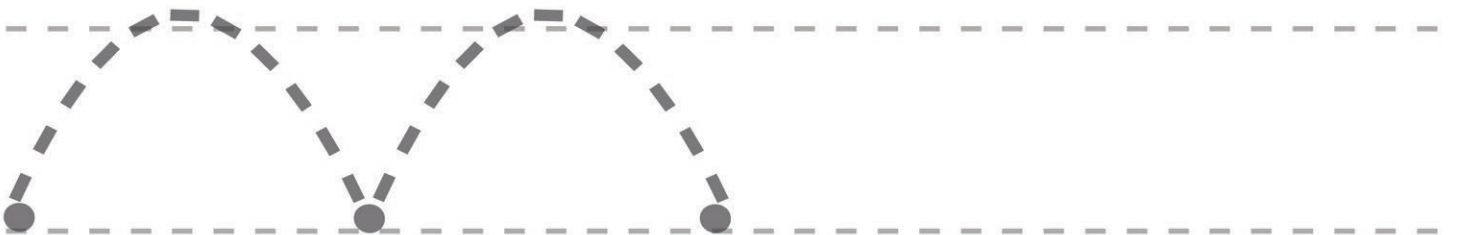
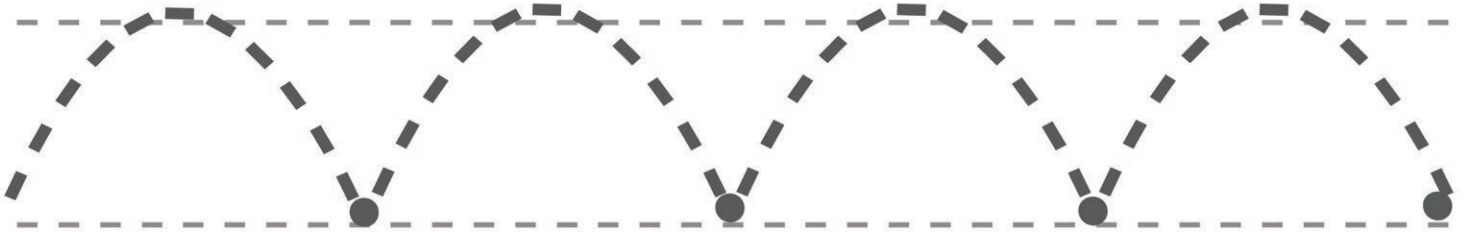
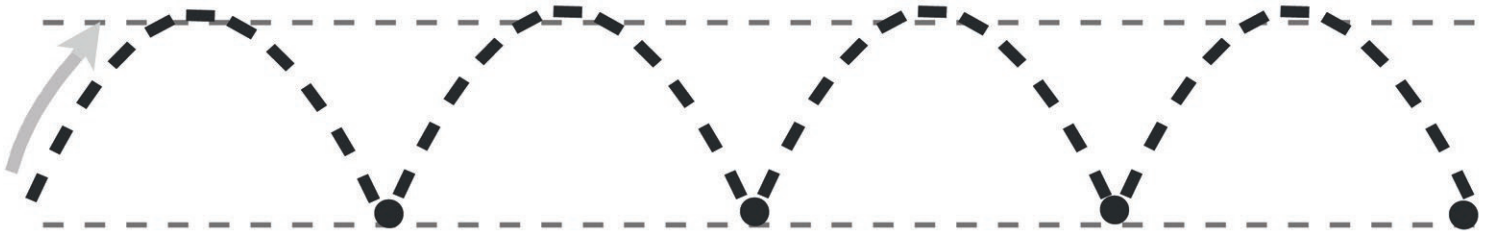
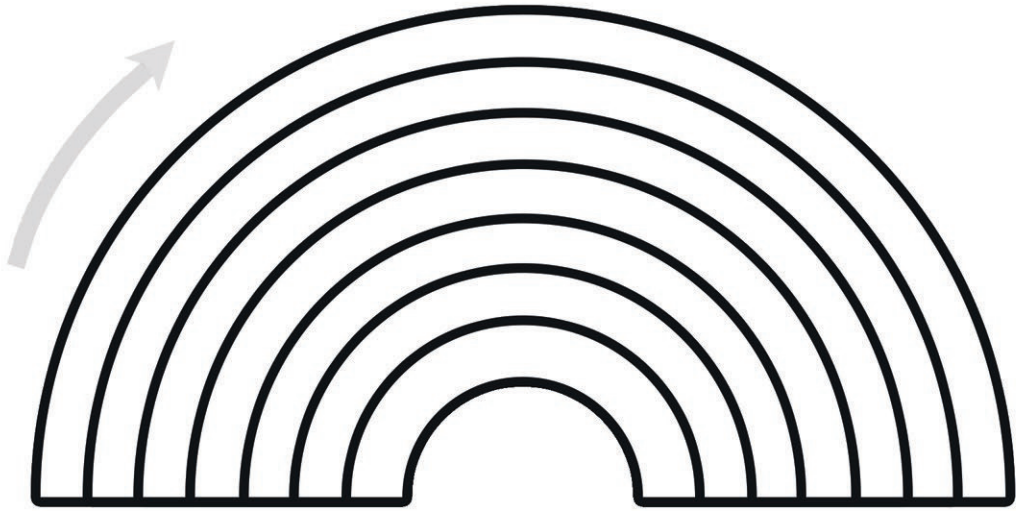
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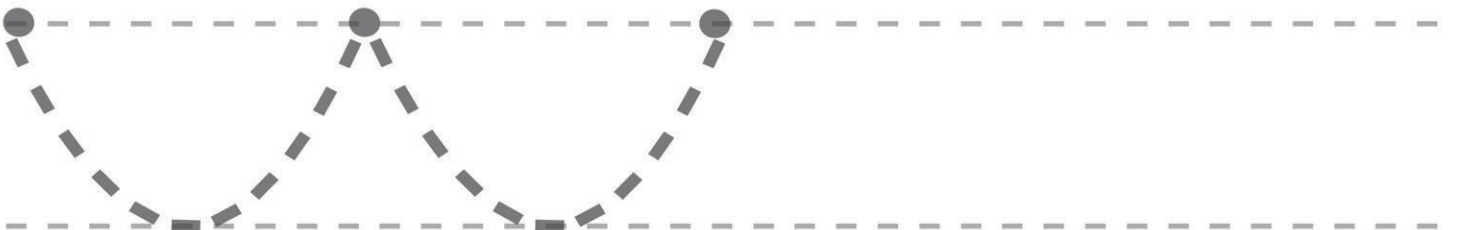
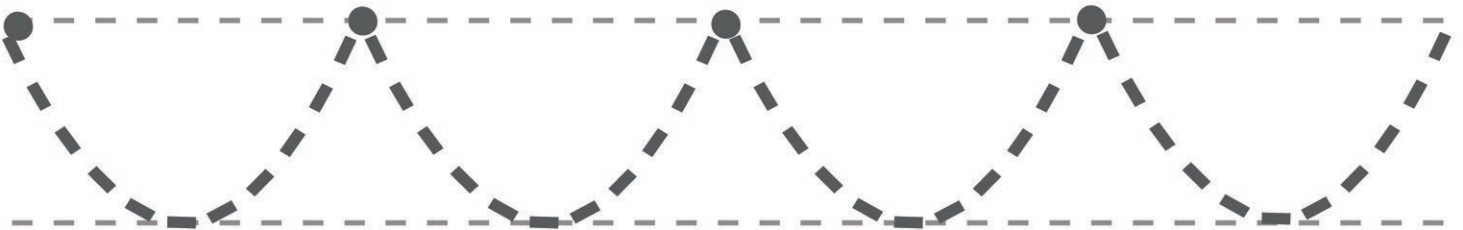
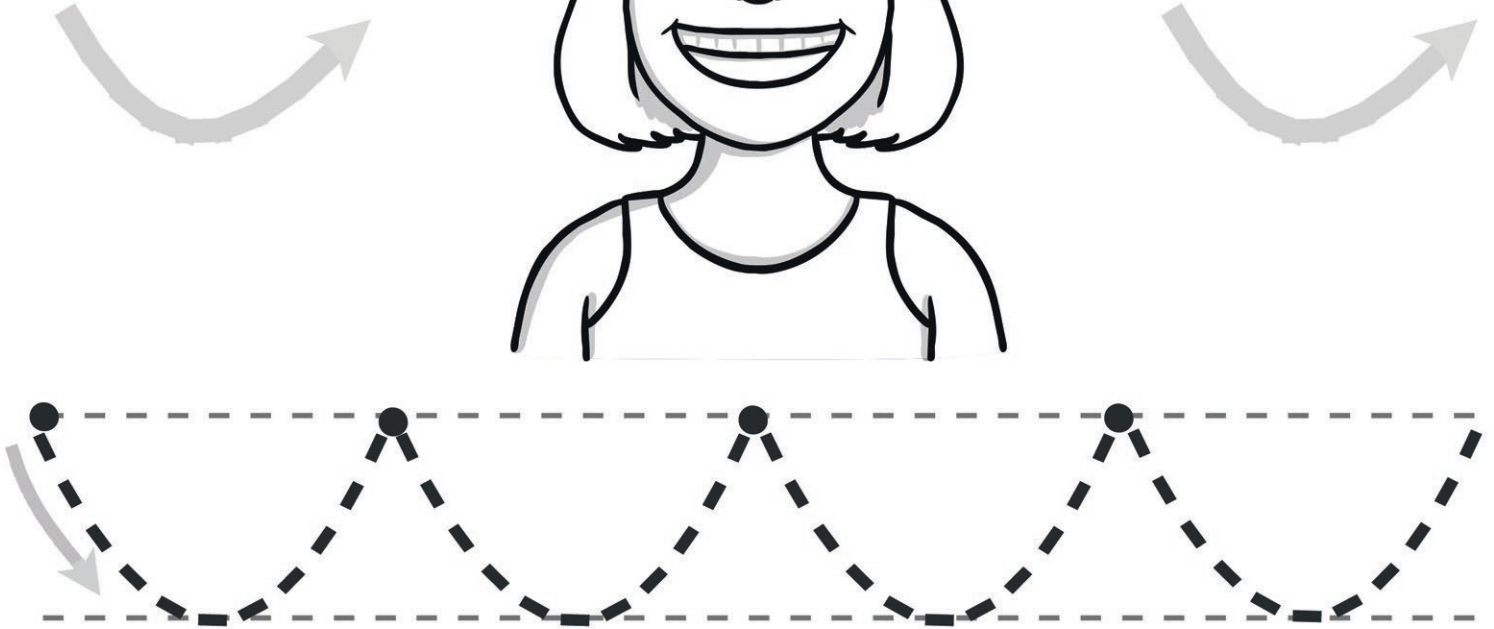
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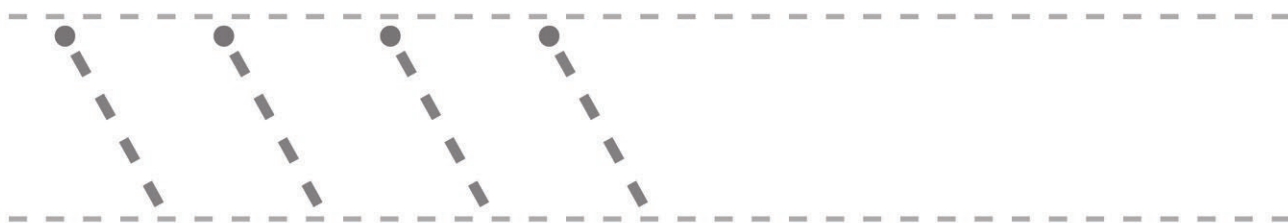
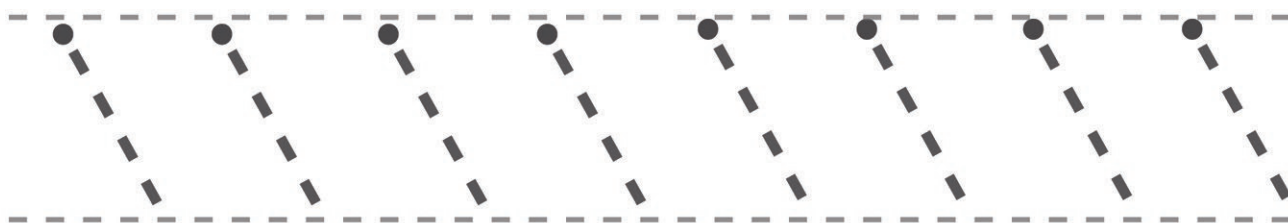
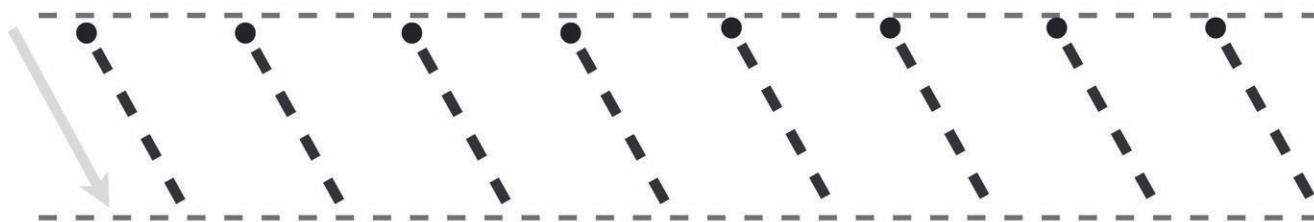
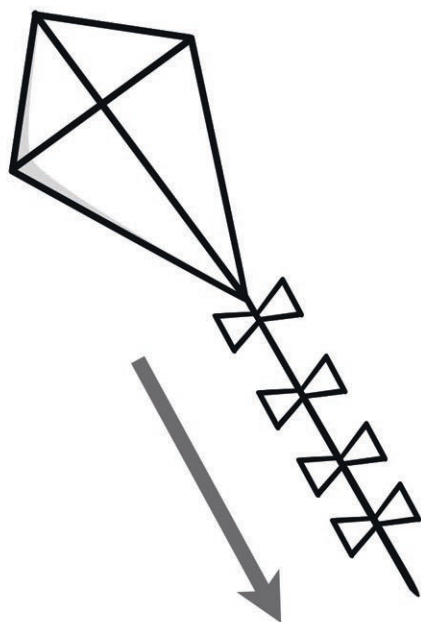
Trace the dotted lines.



Trace the dotted lines.

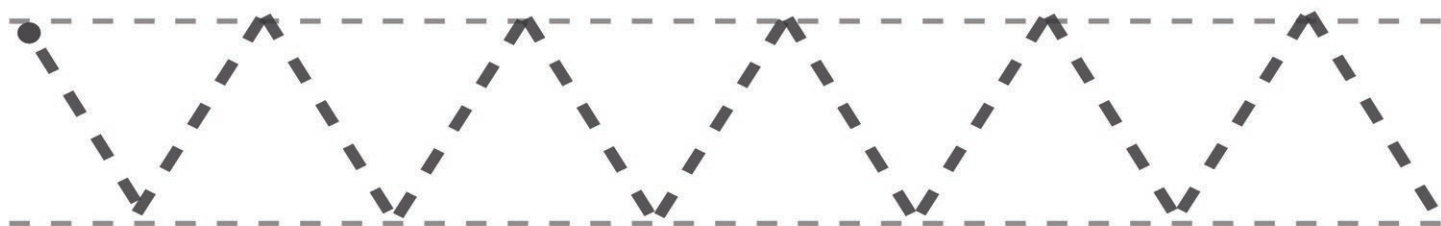
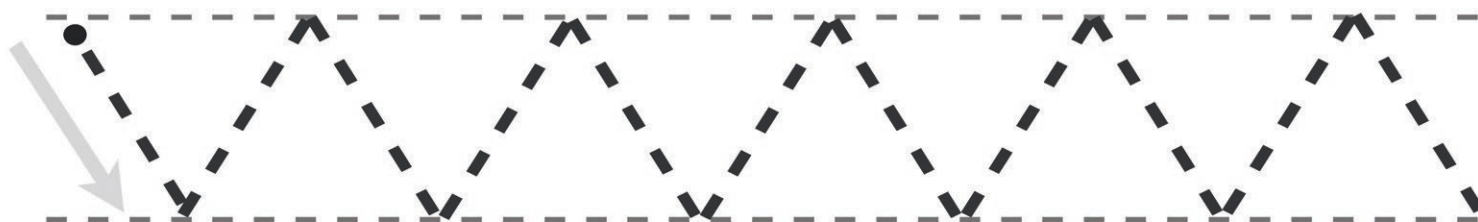
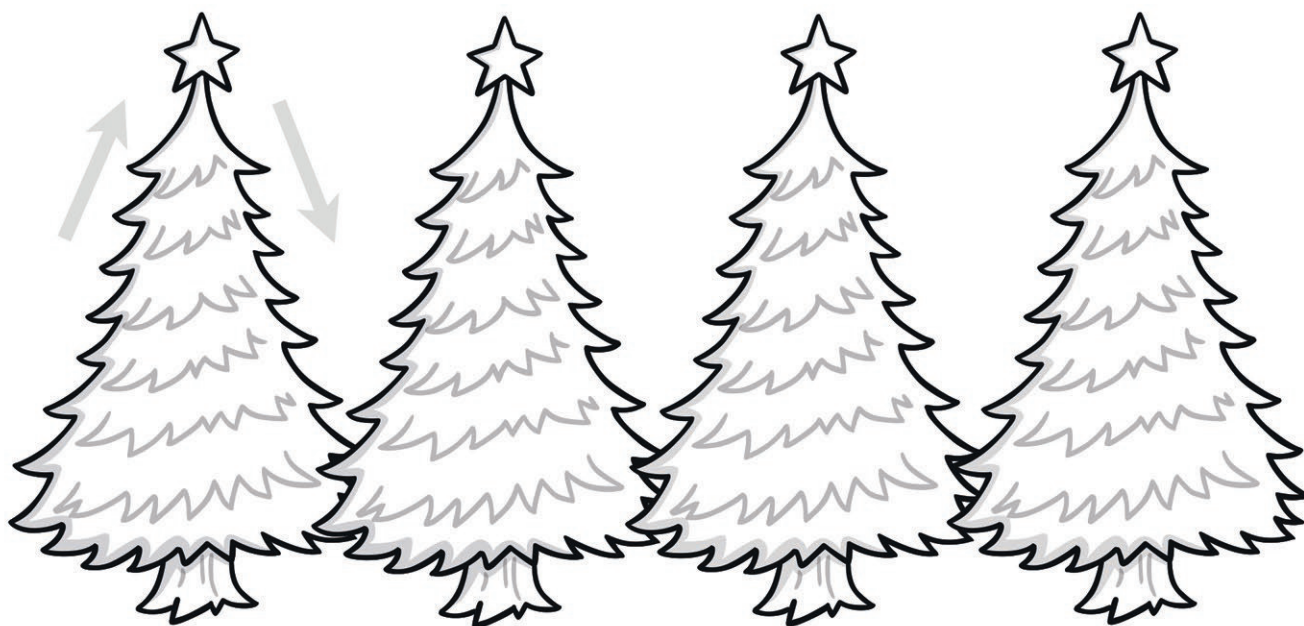


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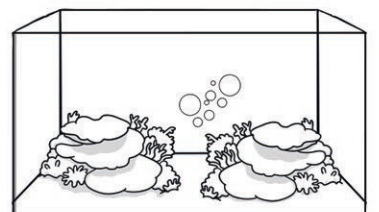
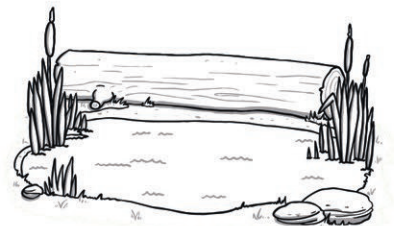
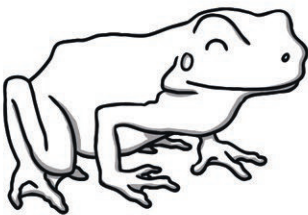
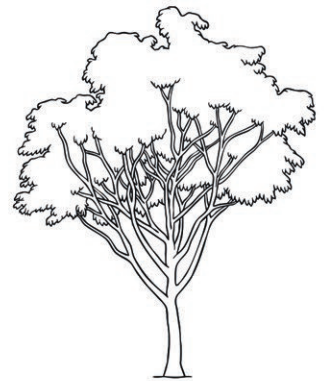
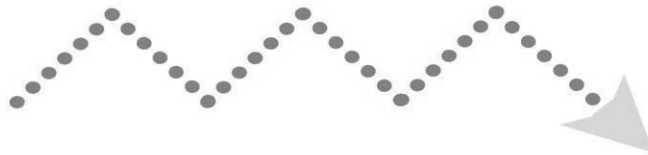
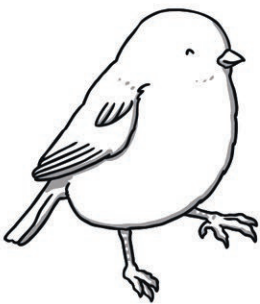
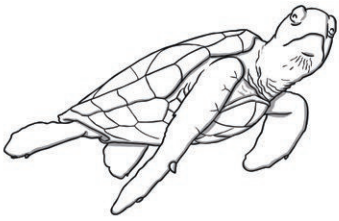




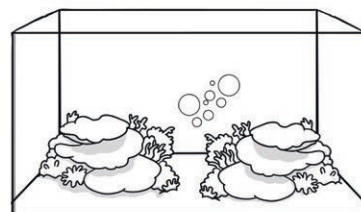
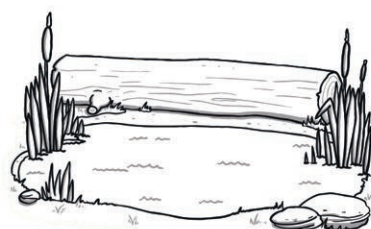
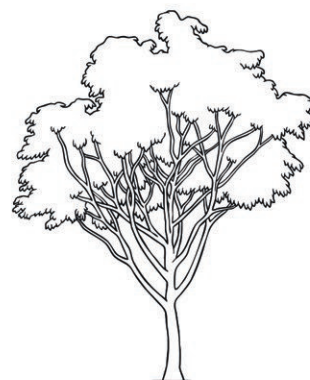
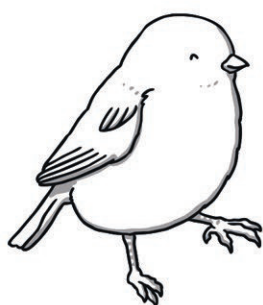
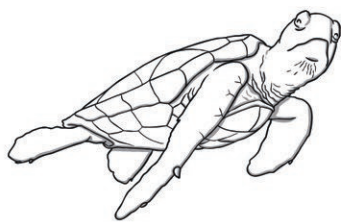
Trace the dotted lines.



Trace the lines to help the animals get home.



Trace the lines to help the animals get home.





# 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**

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

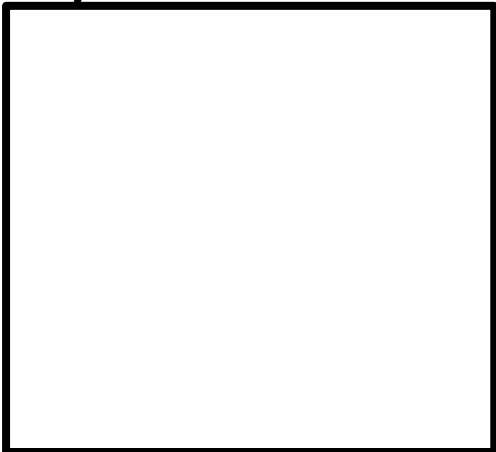
My name:

My new school name:

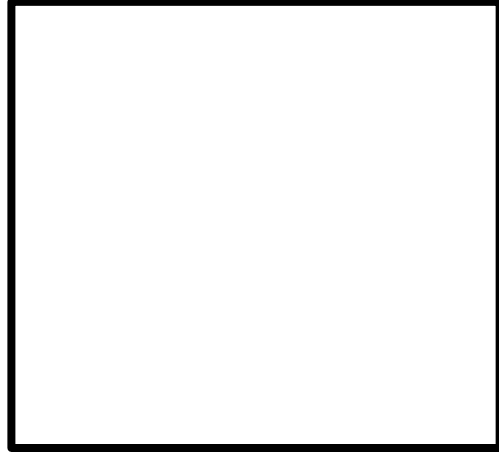
My school uniform:



My head teacher



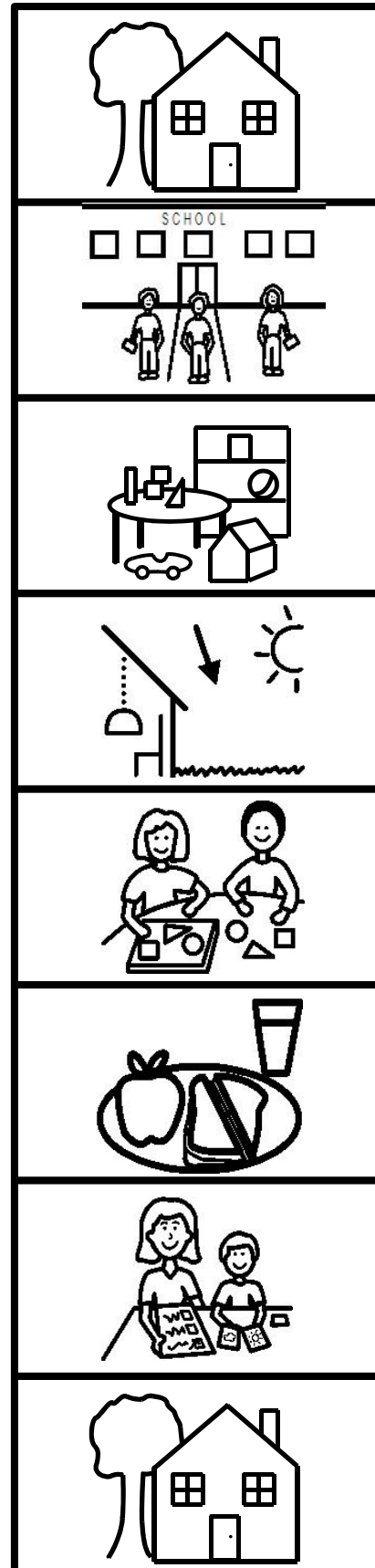
My class teacher



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

# Visual time line - school day

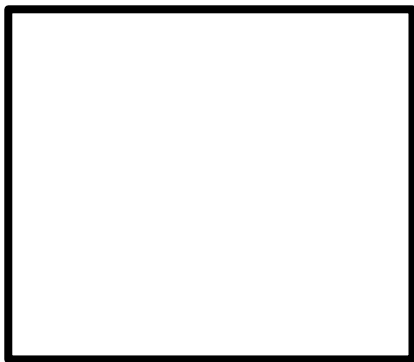
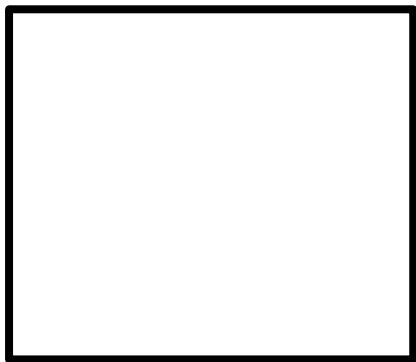
- Leave home
- Arrive at school
- Class time
- Playtime
- Class time
- Lunch
- Class time
- Home time



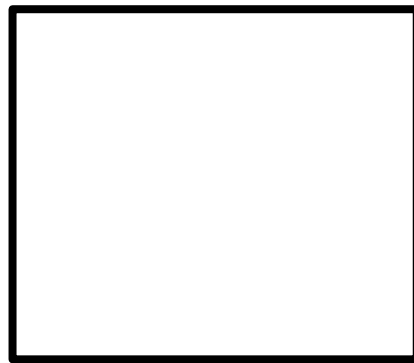
I am looking forward to my new school  
because:



I might need some help with:



My friends will be at school with me:

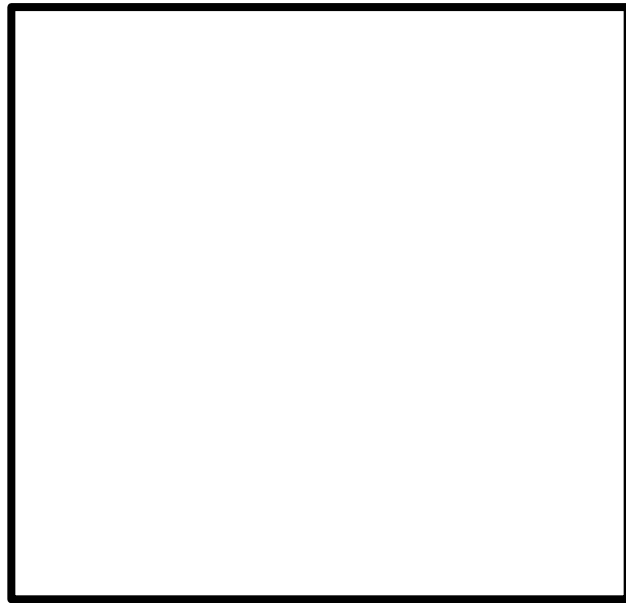




If I need help I can ask:



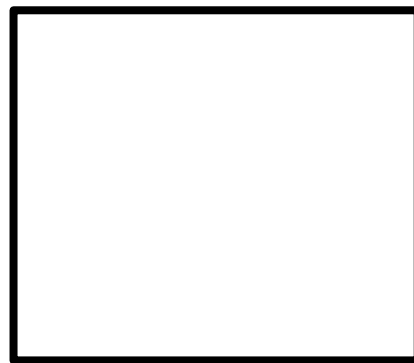
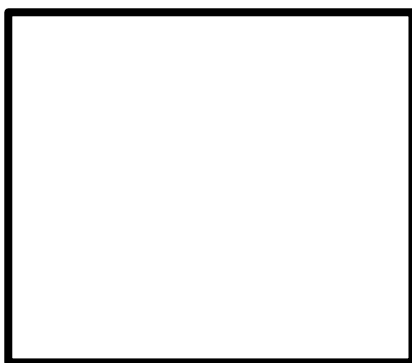
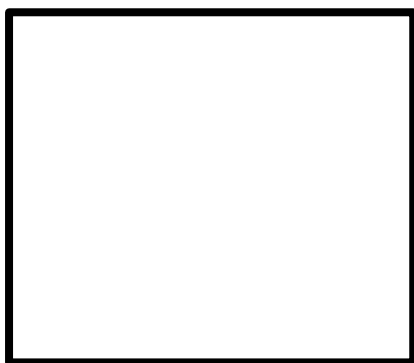
My buddy will be:



They can help me:

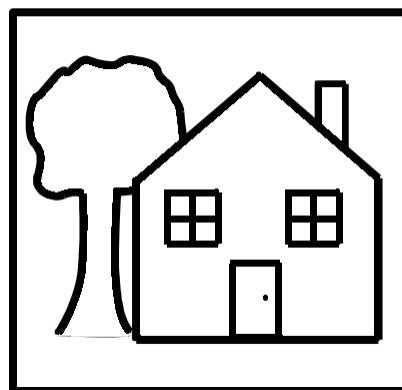
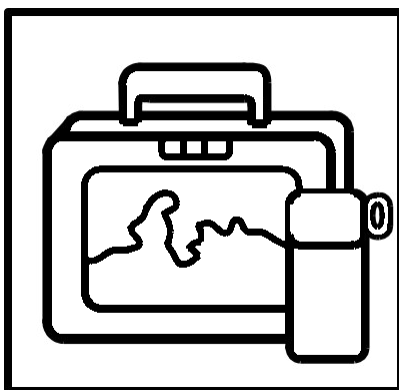
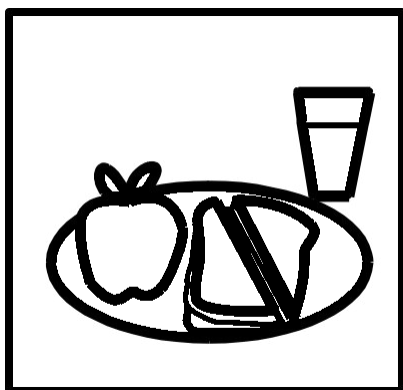
- In the playground
- At lunch time
- To find things

At lunch time and play time I can:

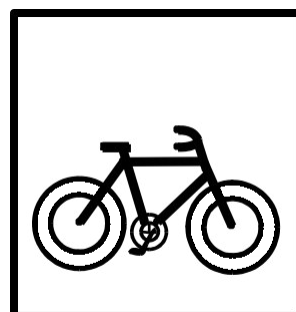
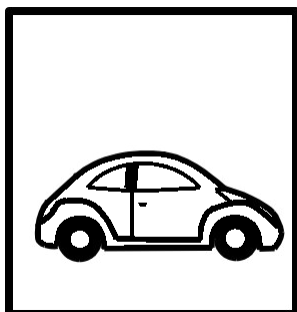
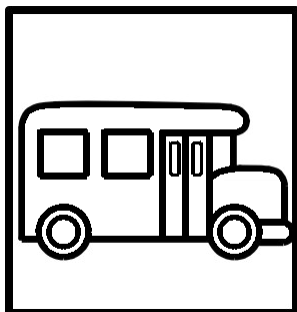


Play with \_\_\_\_\_

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

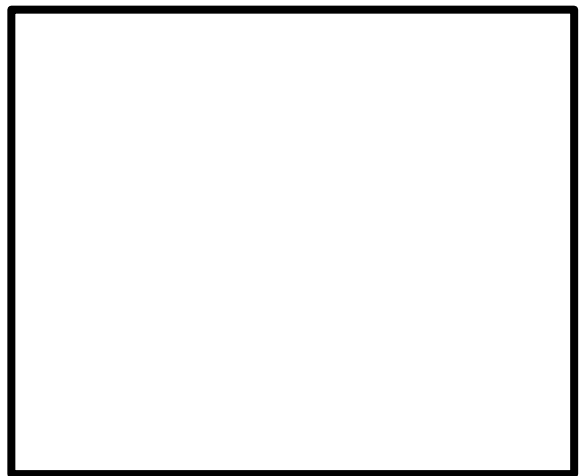
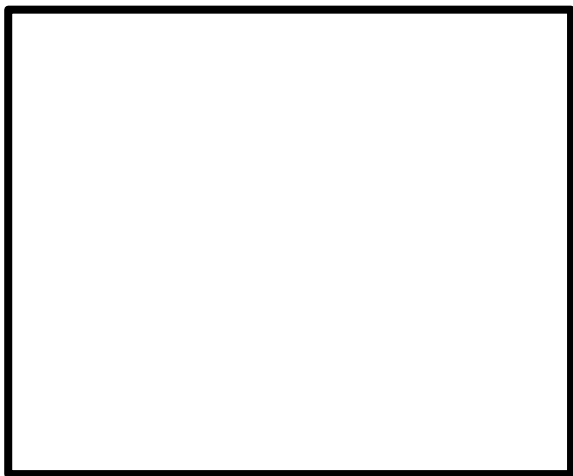
- Tell them what I like doing

- 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

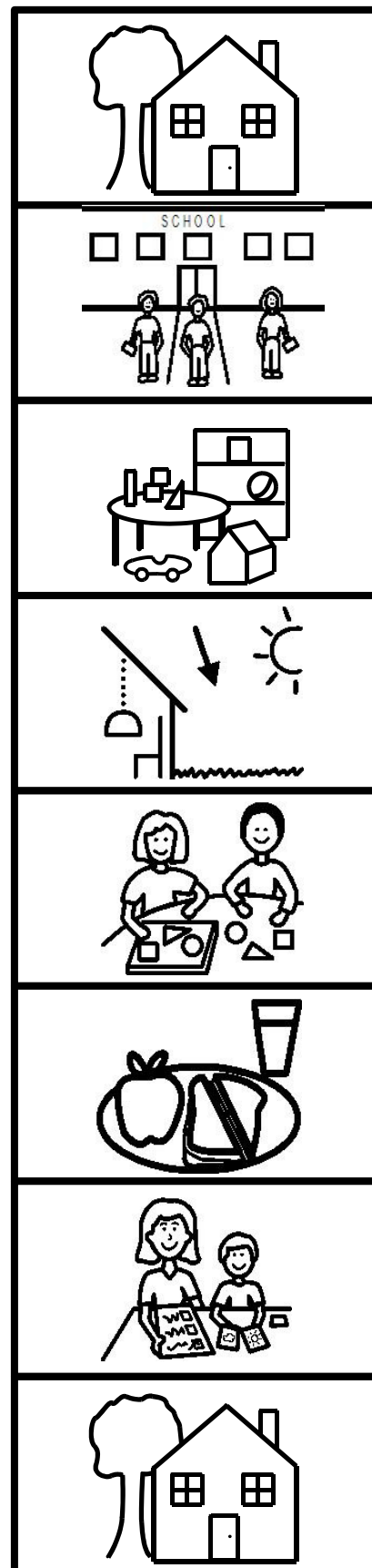


Bidh mi a' tòiseachadh air P1 air

---


# Latha na sgoile - dè agus cuin?

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


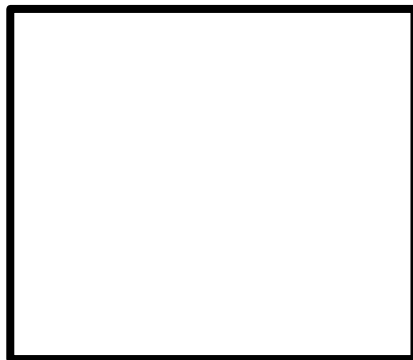
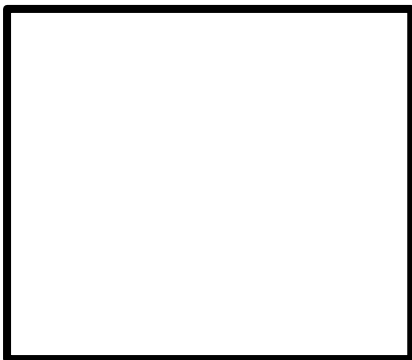




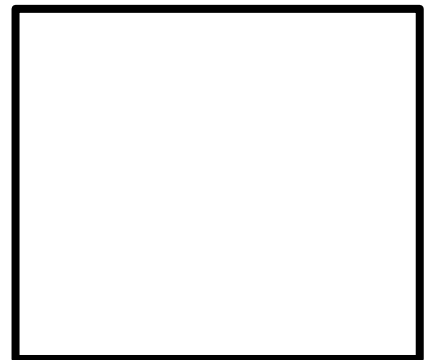
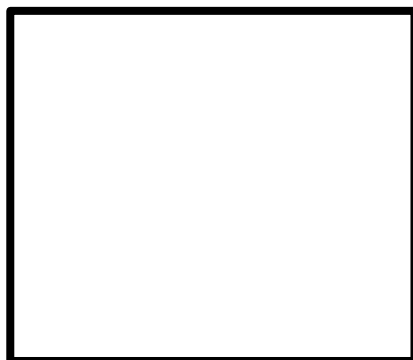
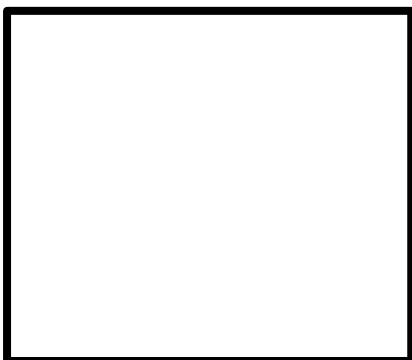
Tha mi a coimhead air adhart ris an sgoil ùir  
agam oir:



'S dòcha gum feum mi cuideachadh le:



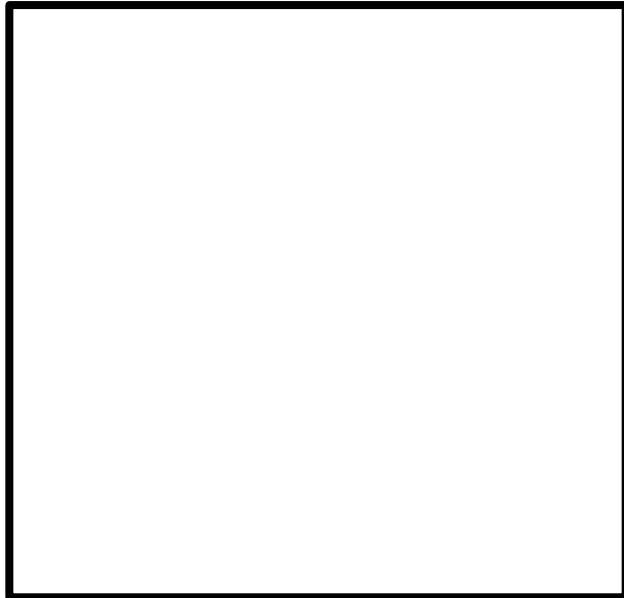
Bidh mo charaidean anns an sgoil còmhla rium:



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



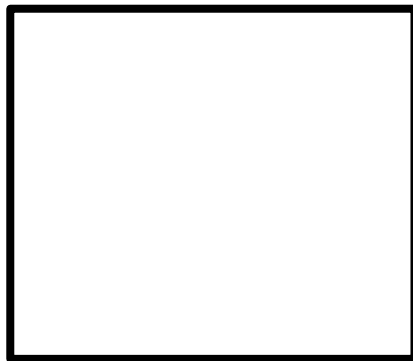
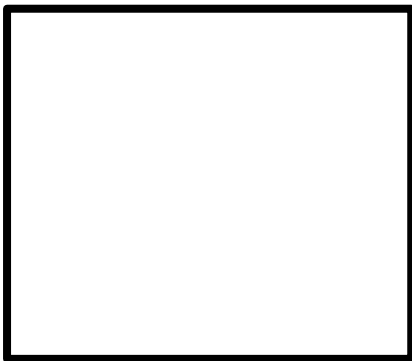
Am Budaidh agam:



Cuidichidh mo Bhudaidh mi:

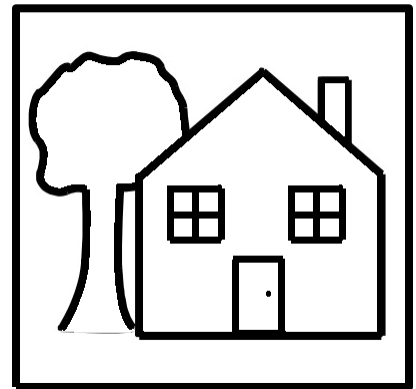
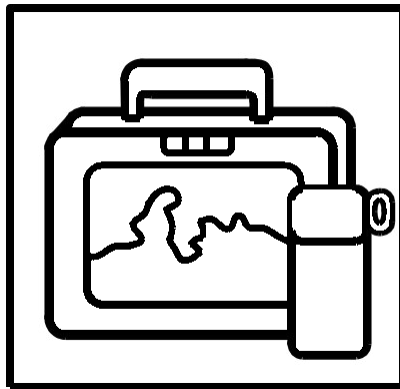
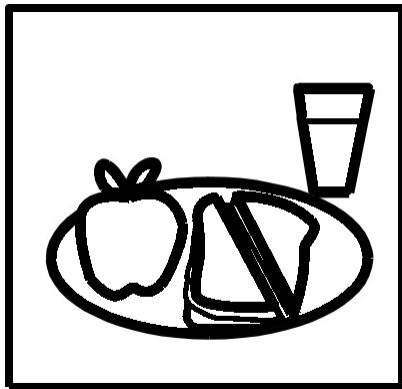
- San raon-chluich
- aig àm-lòin
- gus rudan a lorg

Aig àm-lòin agus àm pleidhe faodaidh mi:

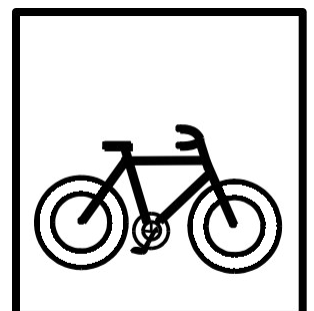
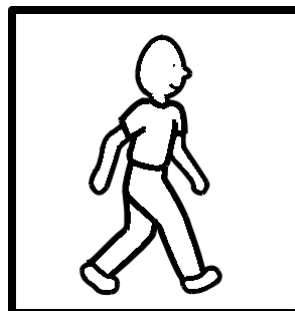
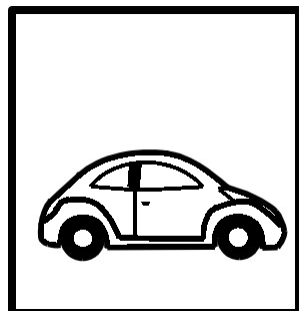
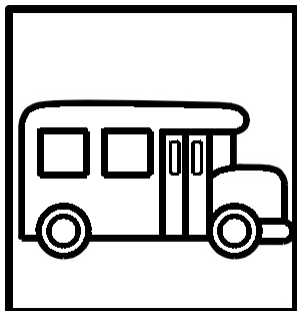


Cluiche còmhla ri: \_\_\_\_\_

Aig àm-lòin bidh mi:

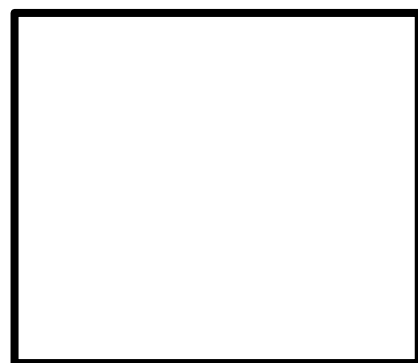
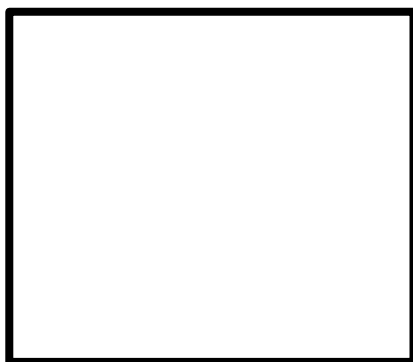
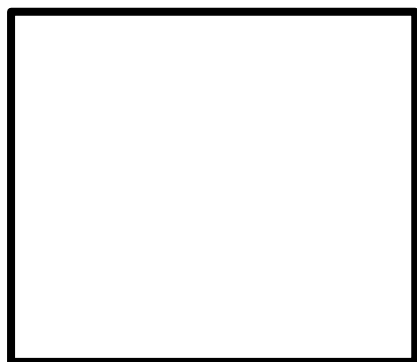


Mar a bhios mi a' siubhal dhan sgoil agus dhachaigh:



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

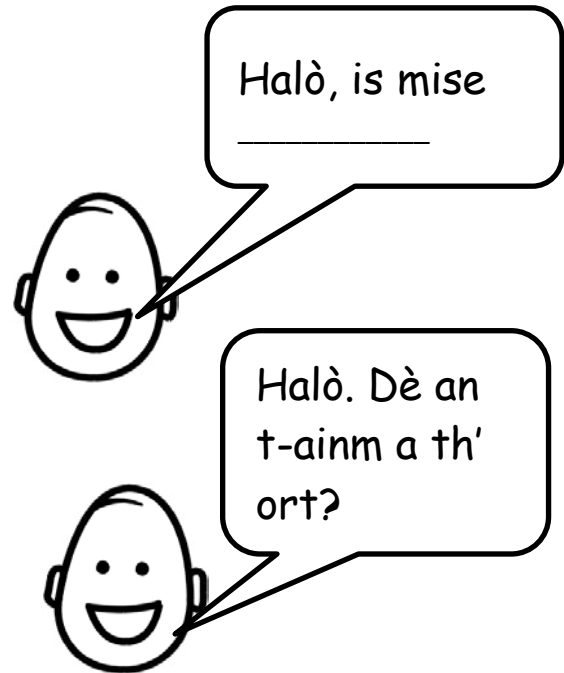


Agus feuchainn gun a dhèanamh a-rithist.

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:

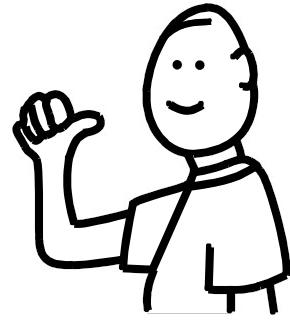
- Dèan gàire 
- Innis dhaibh m' ainm



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



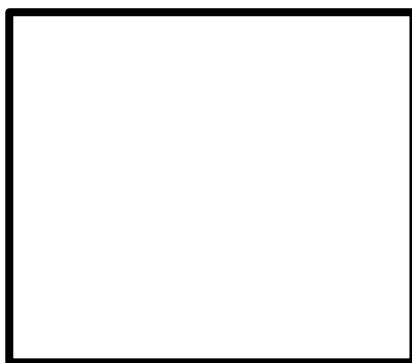
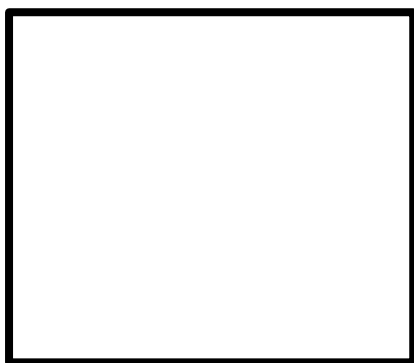
My Pets



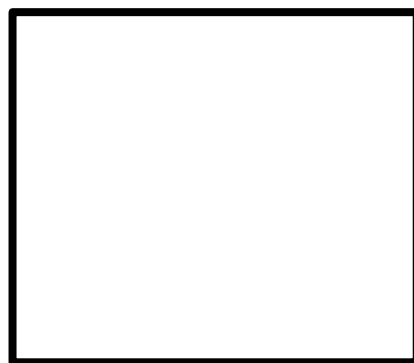
My Favourite  
Toy



Things I am good at:



Things I like:





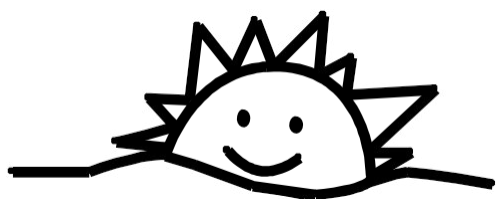
Things I don't like

Things I might need help with

Things that help me

Things I liked in nursery

A.M.

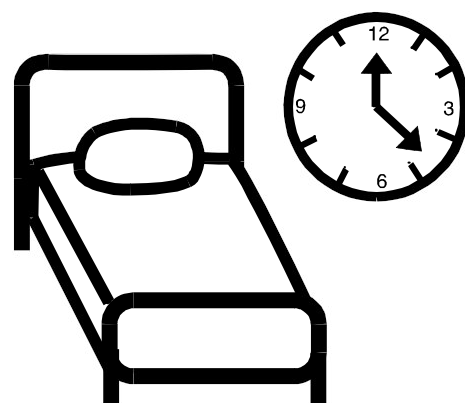


Morning

and

Bedtime

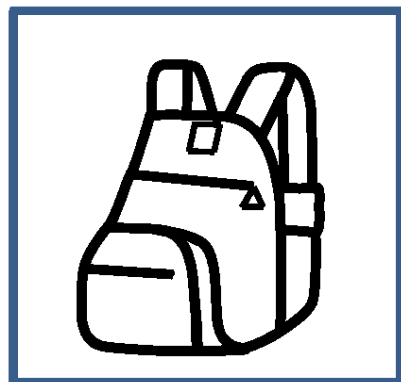
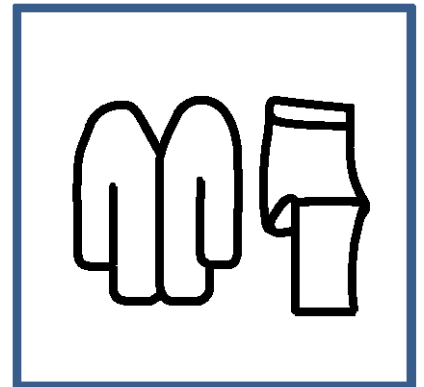
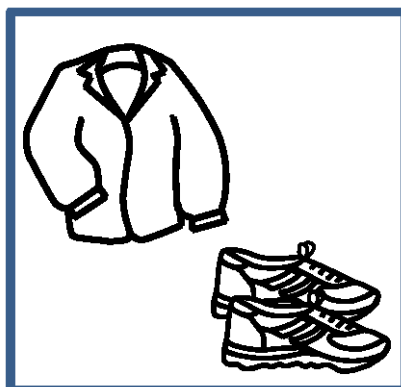
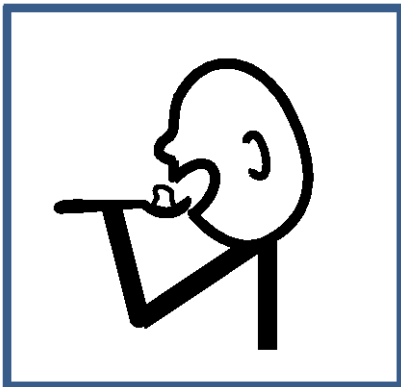
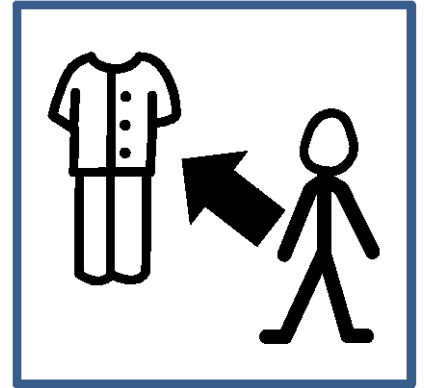
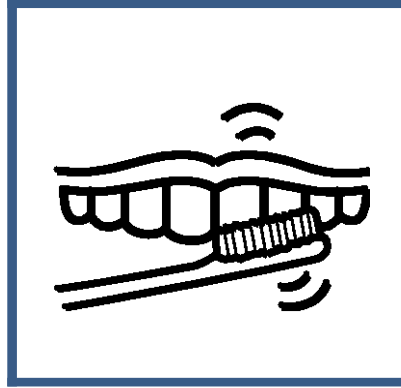
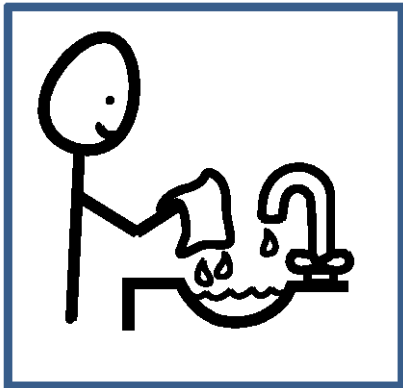
Routines



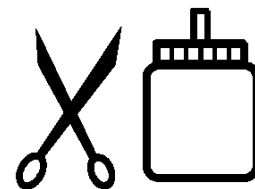
# Activity Page



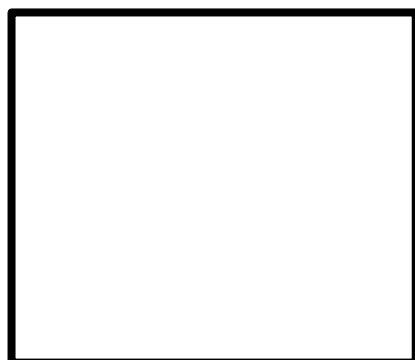
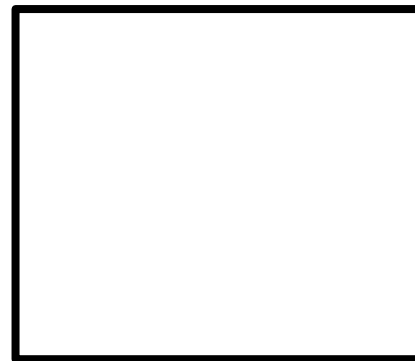
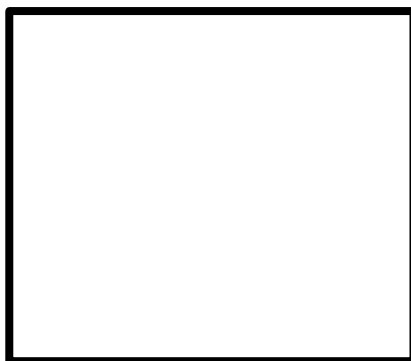
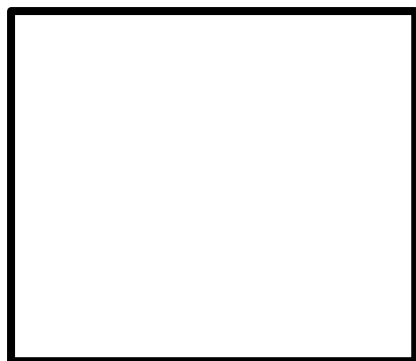
Cut and paste your morning routine



# Activity Page



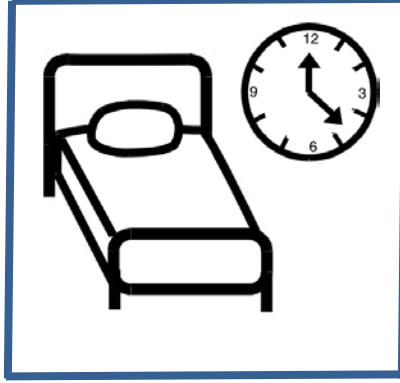
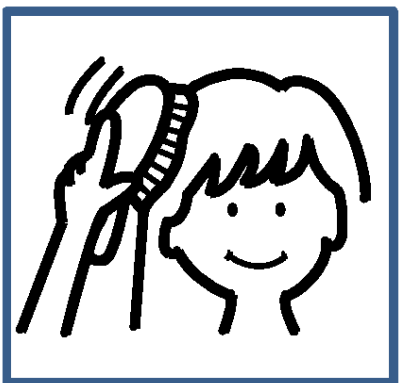
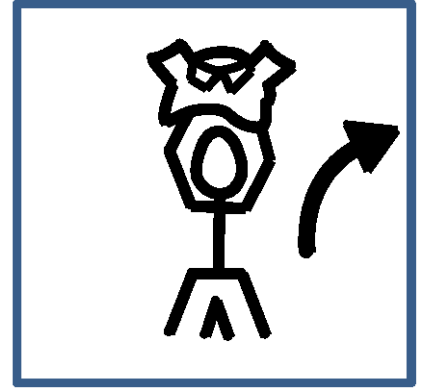
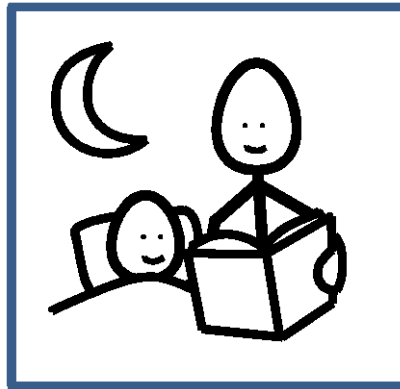
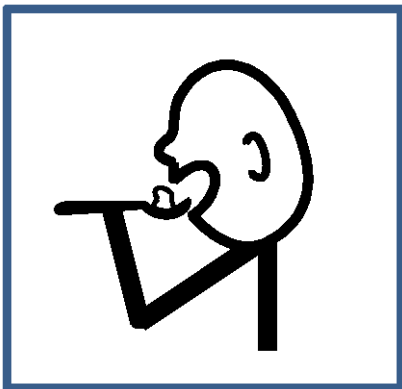
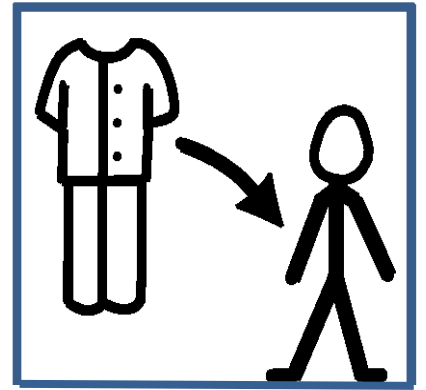
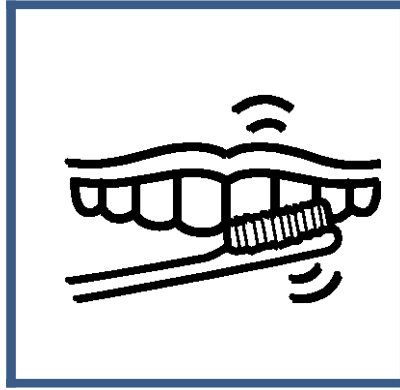
Cut and paste your routine



# Activity Page



Cut and paste your bedtime routine



# Activity Page



Cut and paste your routine

Mise!



Cuir a-steach dealbh

# Mise!

Mo Theaghlach



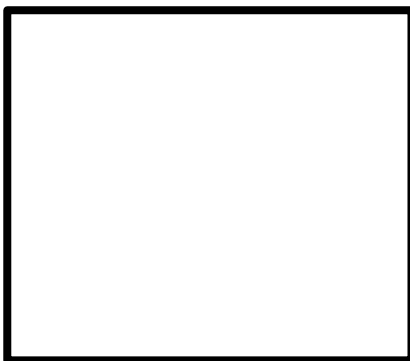
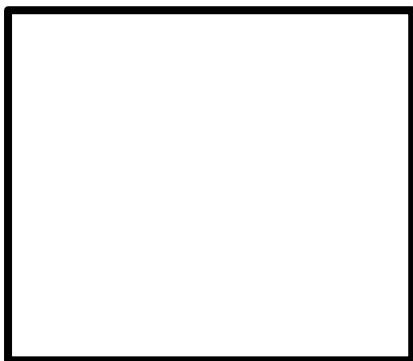
Mo Pheataichean



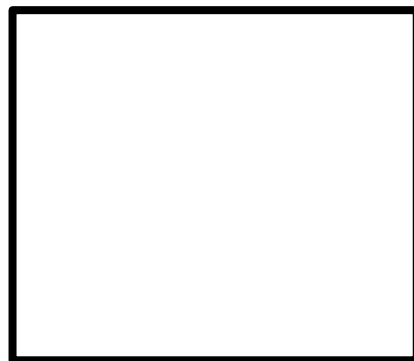
An Dèideag as  
Fheàrr Leam



Tha mi math air:



Is toil leam





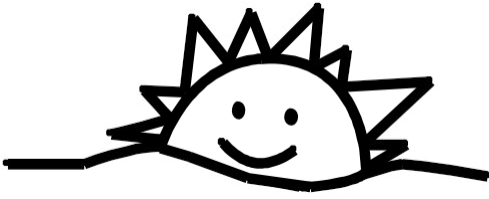
Cha toil leam

Na rudan leis am feum mi cuideachadh

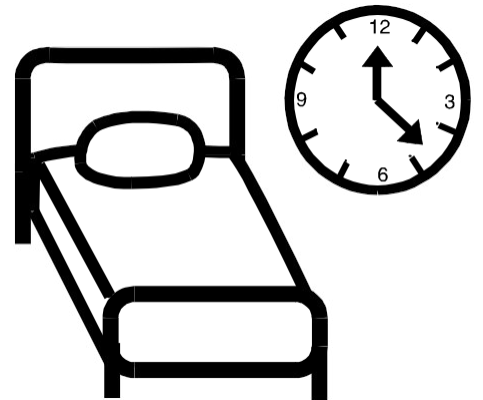
Rudan a chuidicheas mi

Rudan a bu toil leam san sgoil-àraich

M



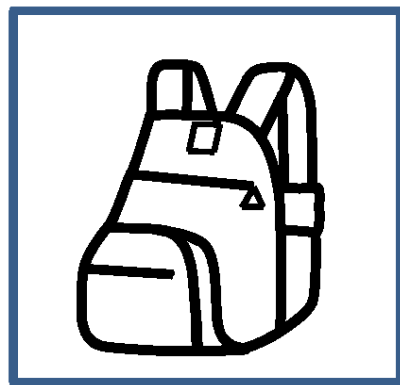
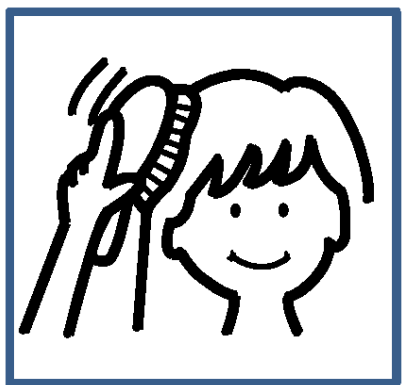
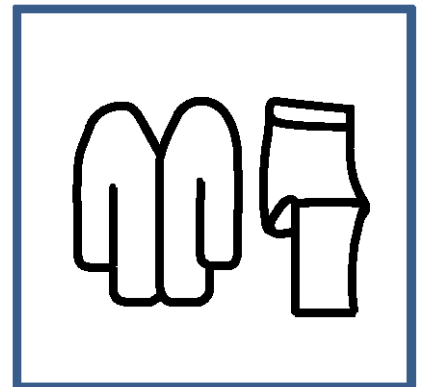
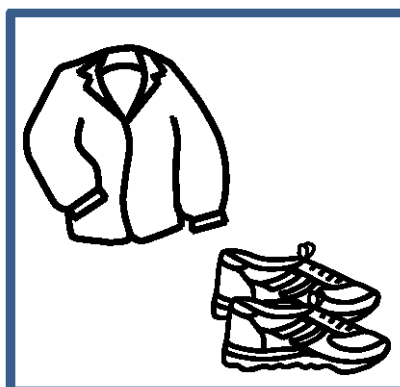
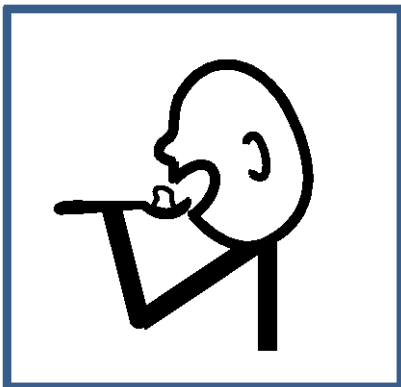
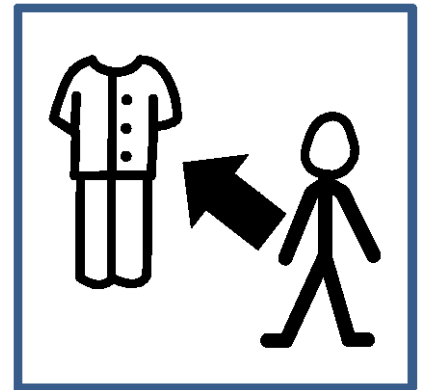
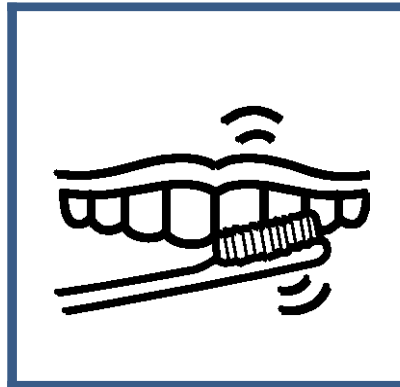
Àm Èirigh  
agus  
Àm Cadail



# Duilleag nìomh



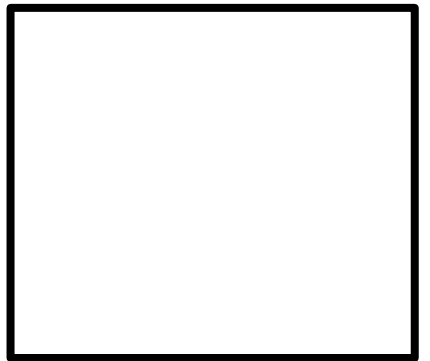
Geàrr is glaoth na bhios tu a' dèanamh sa mhadainn



# Duilleag Gnìomh



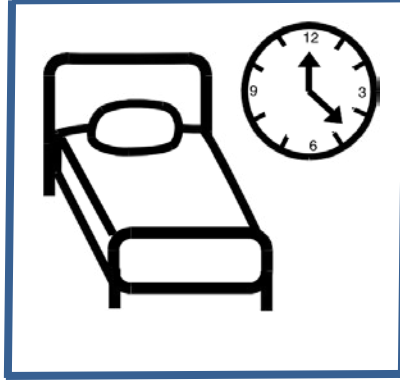
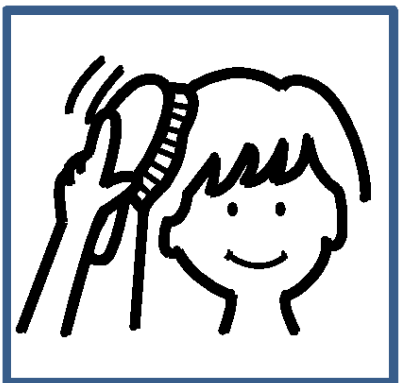
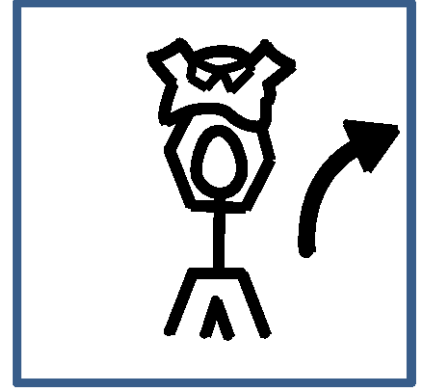
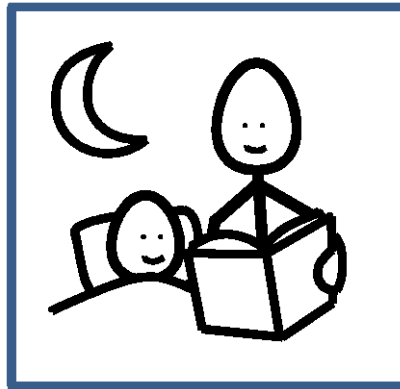
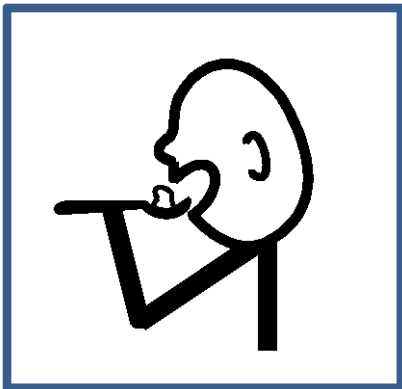
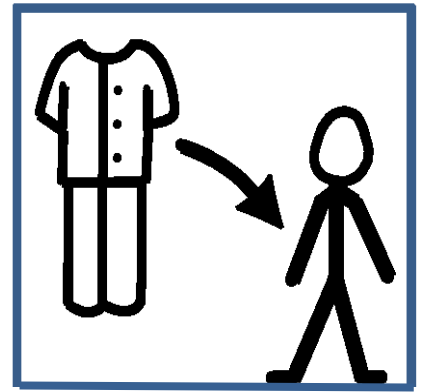
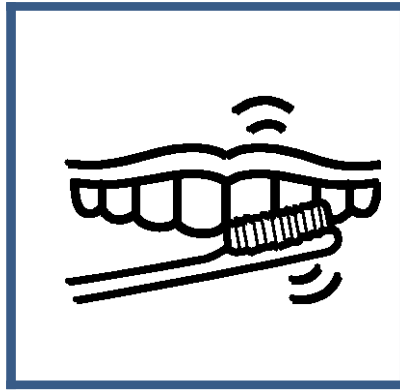
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# Duilleag Gnìomh



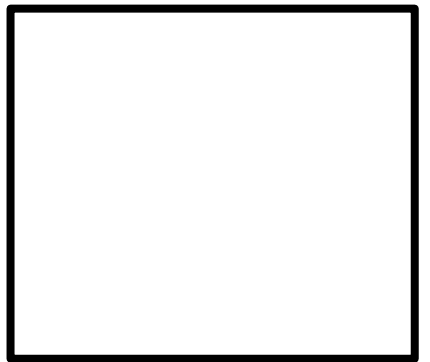
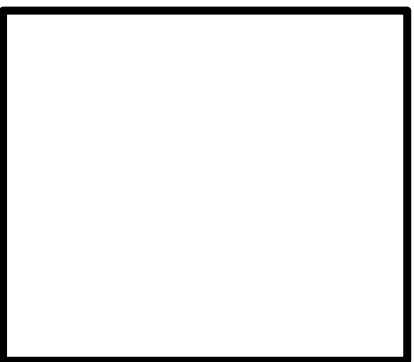
geàrr is glaoth na bhios tu a' dèanamh air  
an oidhche



# 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.

Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
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?			



Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
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.</p> <p>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.			
Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
	<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.			
Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
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>			

Activity	Solutions	To be organised by	Who helps?	Completed - did it work?
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.

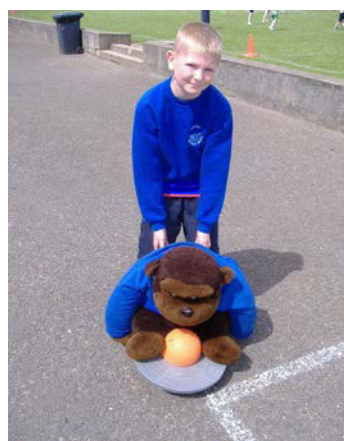


A little later it was time for tuck. George took his tuck out. Guess what! His mum had put one of his favourite things in his school bag. It was a banana. It was his favourite fruit! Miss Gray was pleased with all the boys and girls who had healthy fruit for their tuck.

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.



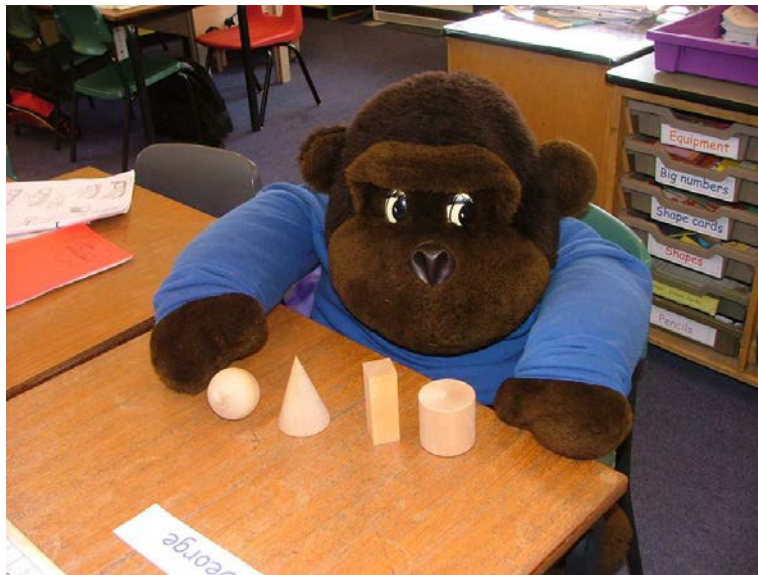
Then George played a bit with his friends in Primary 1. He had a good time.



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!



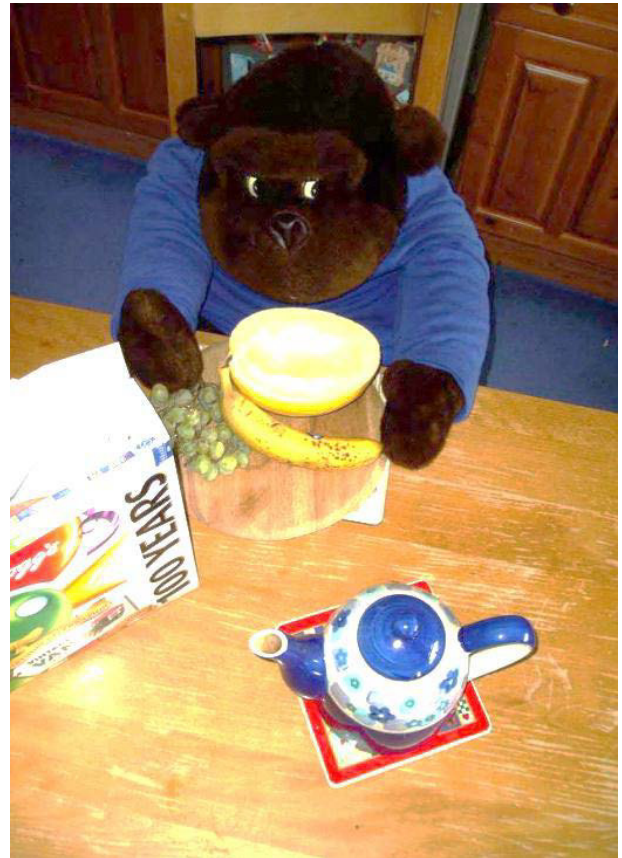
After tuck time, the teacher gave the children some more things to learn about. They sang a numbers song and then they were sorting out shapes. George enjoyed learning about the shapes.



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



## 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



is ready for  
school!

signed:

date:



# Monday

Date: \_\_\_\_\_

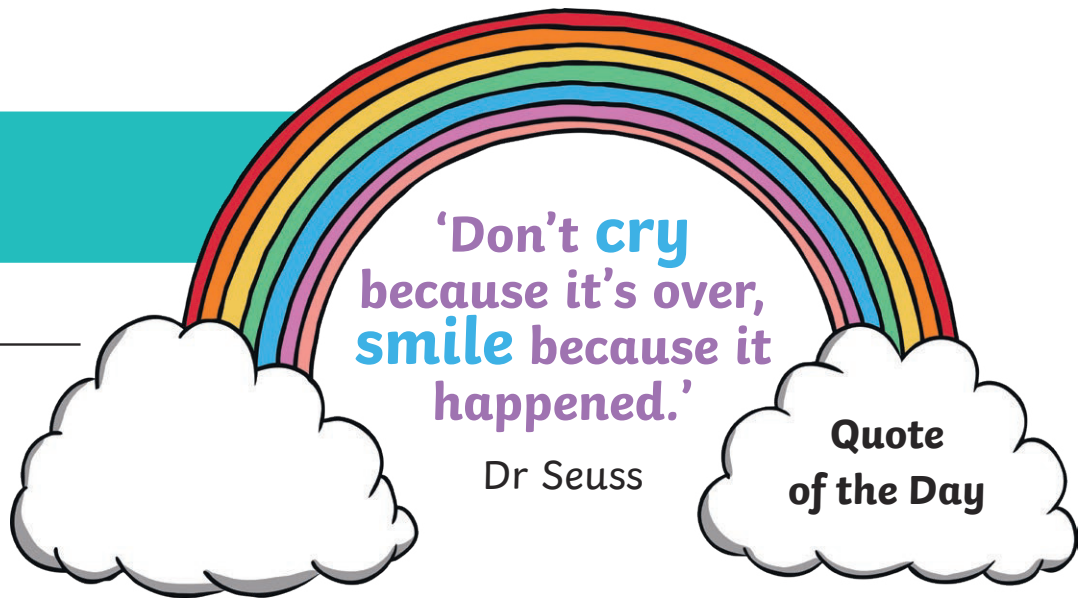
## Today I Want To:

Draw or write the things you'd like to do today.

1.

2.

3.



'Don't cry  
because it's over,  
smile because it  
happened.'

Dr Seuss

Quote  
of the Day

## Today's News

What did you do?

What did you eat  
and drink?

Who  
were you with?

Who did  
you speak to?

## Good Things

Monday

Write or draw the things that are good in your life.

1.

2.

3.

### Thinking Time

I worry about...

I feel this way because...

I can make this worry better by...

### The Best Thing That Happened Today

Draw a picture to show this at the end of the day!

### Rate the Day



1 5 7

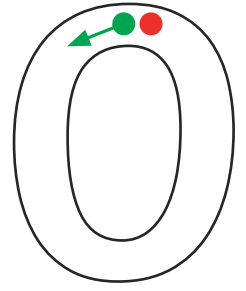
# Number Formation Workbook

6 2 3

9 4 8

My name is: \_\_\_\_\_

# Number Zero Formation

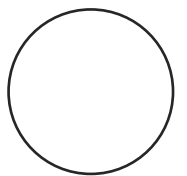


Trace over these numbers and then try writing your own.

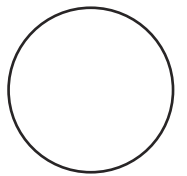
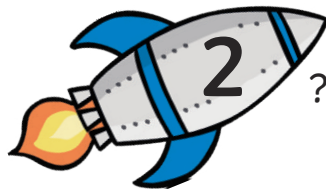


Write the answers in the circles.

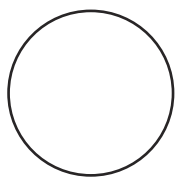
What is one less than



What is two less than



What is three less than



# Number One Formation



Trace over these numbers and then try writing your own.



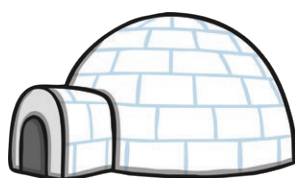
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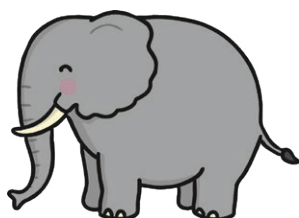
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Write the answers in the circles.

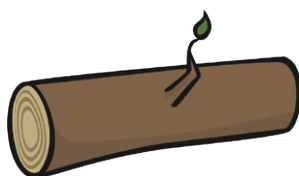
How many igloos?



How many elephants?



How many logs?



# Number Two Formation



Trace over these numbers and then try writing your own.



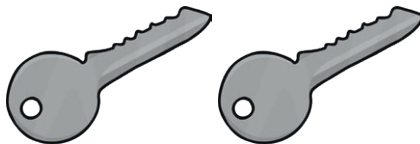
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Write the answers in the circles.

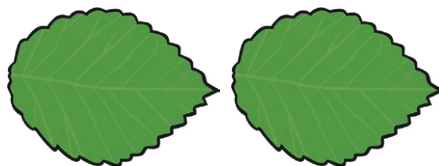
How many keys?



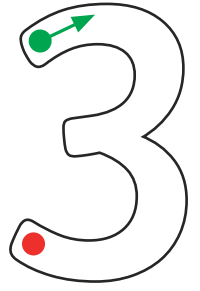
How many socks?



How many leaves?



# Number Three Formation

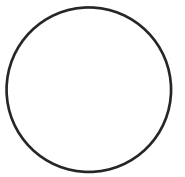


Trace over these numbers and then try writing your own.

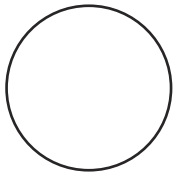


Write the answers in the circles.

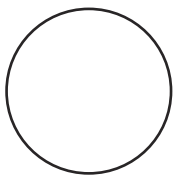
How many foxes?



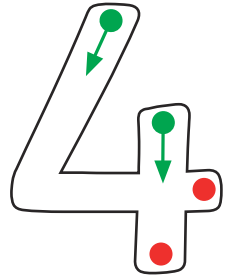
How many tomatoes?



How many cards?



# Number Four Formation

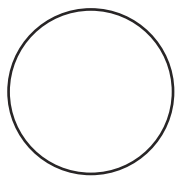


Trace over these numbers and then try writing your own.

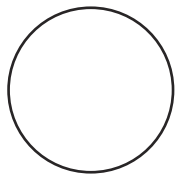
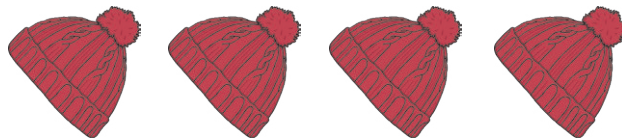


Write the answers in the circles.

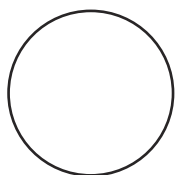
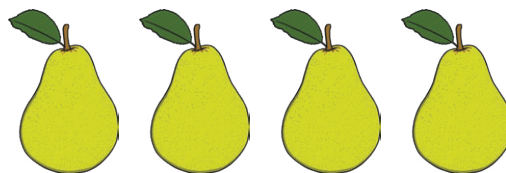
How many umbrellas?



How many hats?



How many pears?





# Number Five Formation

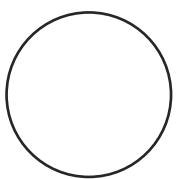


Trace over these numbers and then try writing your own.

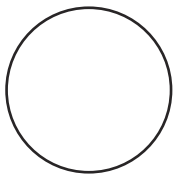
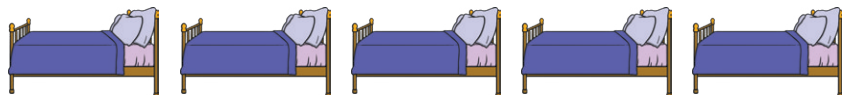


Write the answers in the circles.

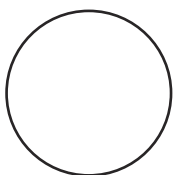
How many pans?



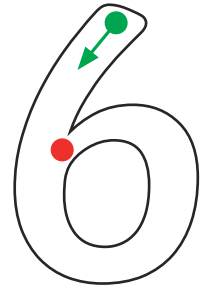
How many beds?



How many burgers?



# Number Six Formation

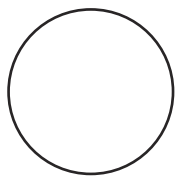
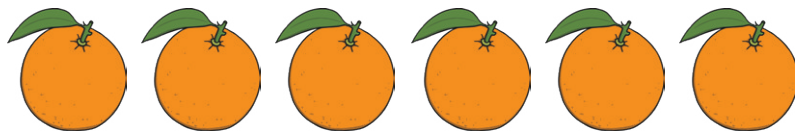


Trace over these numbers and then try writing your own.

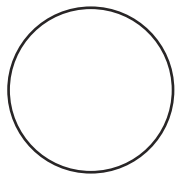


Write the answers in the circles.

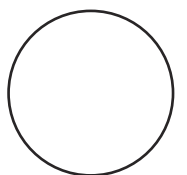
How many oranges?



How many jugs?



How many noses?



# Number Seven Formation

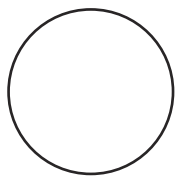


Trace over these numbers and then try writing your own.

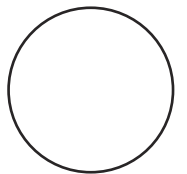
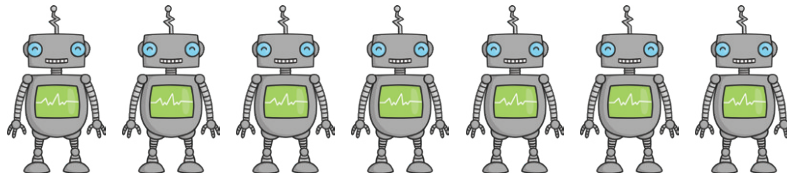


Write the answers in the circles.

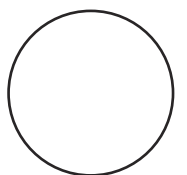
How many apples?



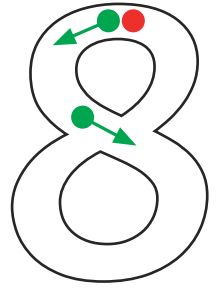
How many robots?



How many clouds?



# Number Eight Formation



Trace over these numbers and then try writing your own.



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Write the answers in the circles.

How many muffins?



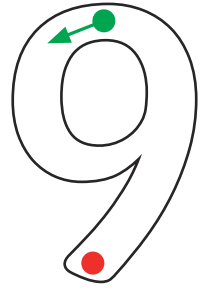
How many beetles?



How many lemons?



# Number Nine Formation

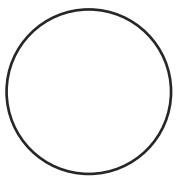
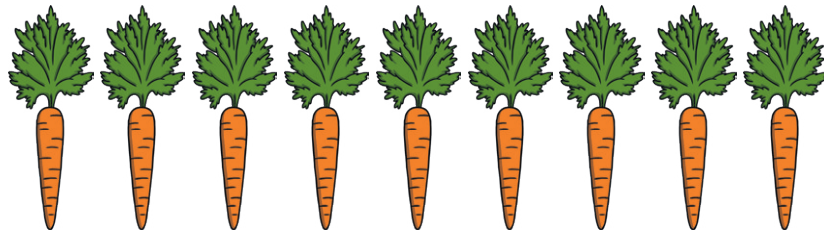


Trace over these numbers and then try writing your own.

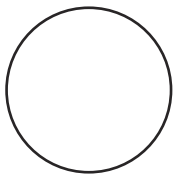


Write the answers in the circles.

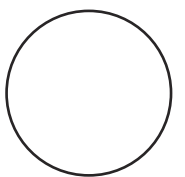
How many carrots?



How many flowers?



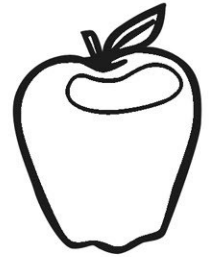
How many frogs?



# Alphabet Initial Sounds Matching

Join each letter to the picture with the same beginning sound.

A



Y



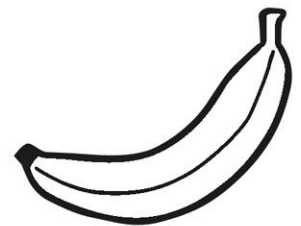
B



I



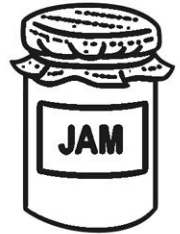
Q



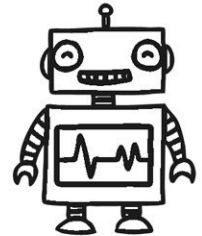
# Alphabet Initial Sounds Matching

Join each letter to the picture with the same beginning sound.

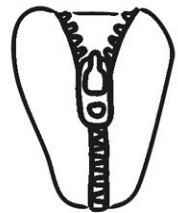
Z



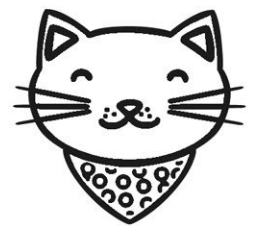
C



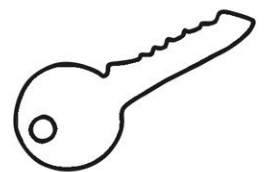
K



J



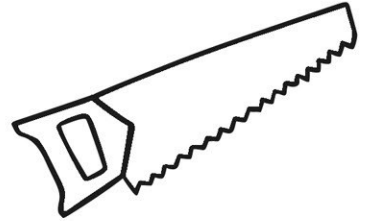
R



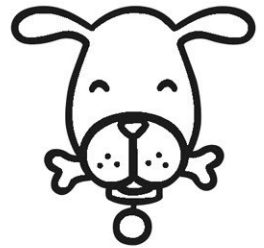
# Alphabet Initial Sounds Matching

Join each letter to the picture with the same beginning sound.

L



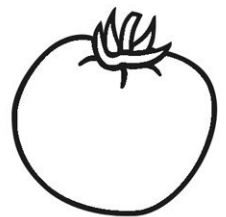
D



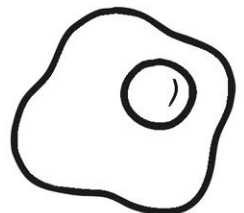
T



S



E





# Alphabet Initial Sounds Matching

Join each letter to the picture with the same beginning sound.

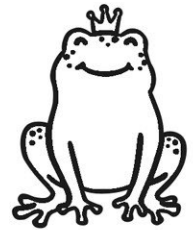
N



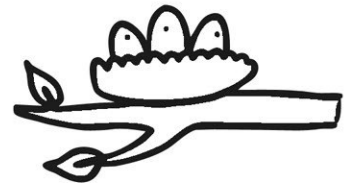
V



F



M



U



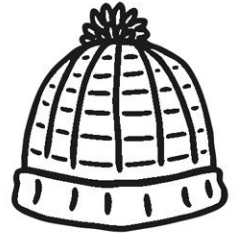
# Alphabet Initial Sounds Matching

Join each letter to the picture with the same beginning sound.

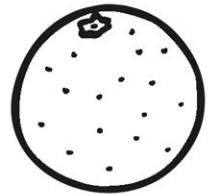
H



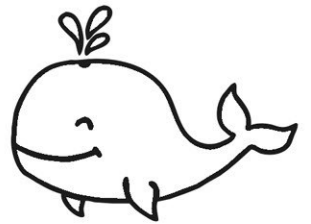
G



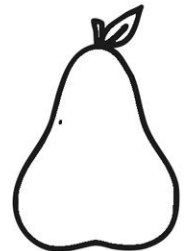
W



O



P



# Friday

Quote  
of the  
Day

**'Be the change  
you want to see  
in the world.'**

Mahatma Gandhi

Date: \_\_\_\_\_

1.

**Today I Want To:**

Draw or write the things you'd like to do today.

2.

3.



*Change the World*

What would you like to be different  
to make the world better?

What could you do to  
help make that happen?

### Thinking Time

I feel excited when...

I feel this way because...

I can feel this way more by...

### Good Things

Write or draw the things that are good in your life.

1.

2.

3.

### Rate the Day



### The Best Thing That Happened Today

Complete this at the end of the day!

# Tuesday

Date: \_\_\_\_\_

## Quote of the Day

'Be who you are  
and say what  
you feel, because  
those who mind  
don't matter, and  
those who matter  
don't mind.'

Dr Seuss

1.

## Today I Want To:

Draw or write the things  
you'd like to do today.

2.

3.

## My Favourite Memory

Where were you?

Who else was there?

Why did you enjoy  
it so much?

How does it feel  
thinking about it?

# The Best Thing That Happened Today

Draw a picture to show this at the end of the day!

## Thinking Time

I am happy when...

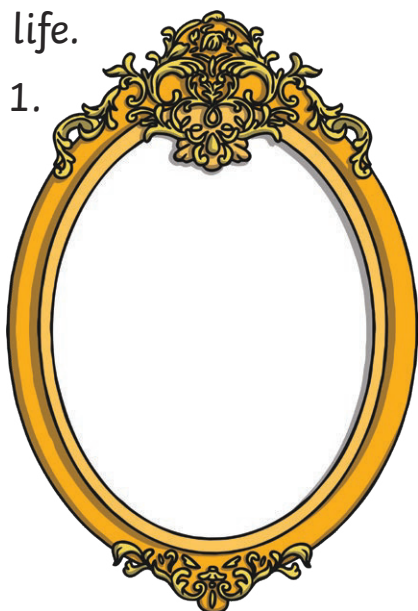
I feel this way because...

I can feel this way more by...

## Good Things

Write or draw the things that are good in your life.

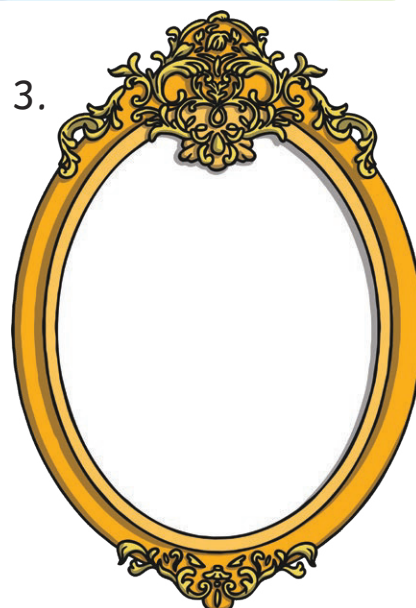
1.



2.



3.



## Rate the Day







# Thursday

Date: \_\_\_\_\_

## Quote of the Day

**'No act of kindness,  
no matter how small,  
is ever wasted.'**

Aesop

## Today I Want To:

Draw or write the things you'd like to do today.

1.

2.

3.



### Being Kind to Others

Think about a time  
when you have been  
kind to someone else.

What did you do?

How did the other  
person feel?

How do you feel  
thinking about this?

## Good Things

Write or draw the things that are good in your life.

1.

2.

3.

## Thinking Time

I am cross when...

I feel this way because...

I can help myself feel calmer by...

## The Best Thing That Happened Today

Complete this at the end of the day!

## Rate the Day





# Wednesday

Date: \_\_\_\_\_

**Today I Want To:**

Draw or write the things you'd like to do today.

1.

2.

3.

Quote of the Day

**'It always seems impossible until it is done.'**

Nelson  
Mandela



**My Favourite Songs**

What are your three favourite songs?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How do they make you feel?

---

---

---

---



## Thinking Time

I feel calm when...

I feel this way because...

I can help myself stay calm by...

## Good Things

Write or draw the things that are good in your life.

1.

2.

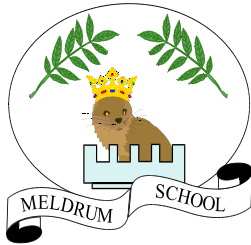
3.

## The Best Thing That Happened Today

Draw a picture to show this at the end of the day!

## Rate the Day





Meldrum School  
Meadowbank  
Meldrum School  
Meadowbank  
Telephone 01651 267455  
[meldrum.sch@aberdeenshire.gov.uk](mailto:meldrum.sch@aberdeenshire.gov.uk)  
[www.meldrum-pri.aberdeenshire.sch.uk](http://www.meldrum-pri.aberdeenshire.sch.uk)

13 May 2020

Dear Parents/Carers

As parents of children about to start Primary 1, I wanted to write to you about P1 transition arrangements this year. The transition from nursery to school is a significant milestone for children and their families and traditionally this term would have seen a range of activities planned for your child (and yourself) in preparation for starting P1. Due to current exceptional circumstances, our usual calendar of transition activities cannot take place as we would have planned. This year's transition will, undoubtedly, look different but we will endeavour to meet the same aim, to ensure as smooth a transition as possible for your child.

School staff are working together to plan transitions activities for your child and Lynsey Holland, Acting Depute Head Teacher, will be in touch shortly with further details about this. I will also be in touch again in due course to provide further information once the picture becomes clearer to us all about how school year 2020/21 may look.

In the meantime, if you have any questions or concerns, please do not hesitate to get in touch with us through the school office [meldrum.sch@aberdeenshire.gov.uk](mailto:meldrum.sch@aberdeenshire.gov.uk) and we will get back to you as soon as we can. Individual questions or concerns will be followed up with you personally and more general concerns will form part of our Frequently Asked Questions document which we are currently collating.

I look forward to meeting you and your child when we return to school.

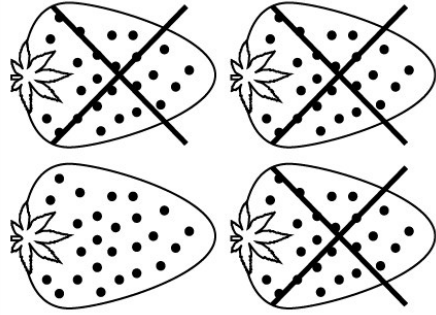
Your sincerely



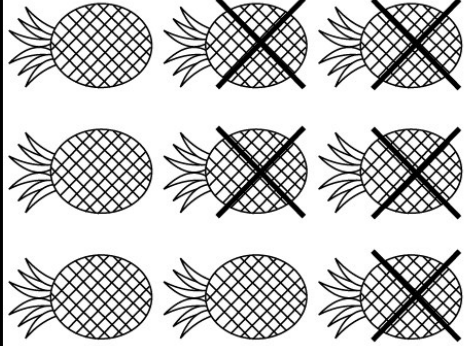
Carol Harper

Acting Head Teacher

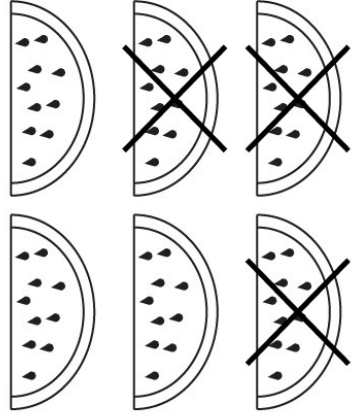
# Subtraction



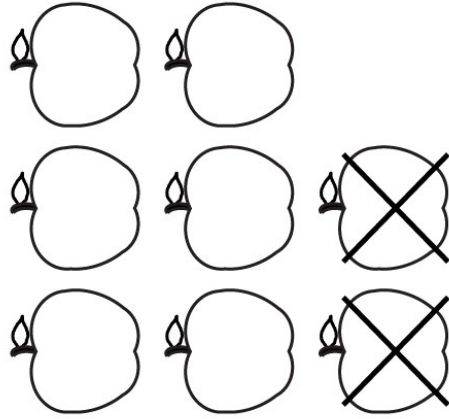
$$4 - 3 = \boxed{1}$$



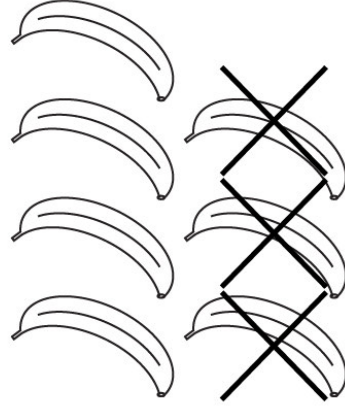
$$9 - 5 = \boxed{\phantom{0}}$$



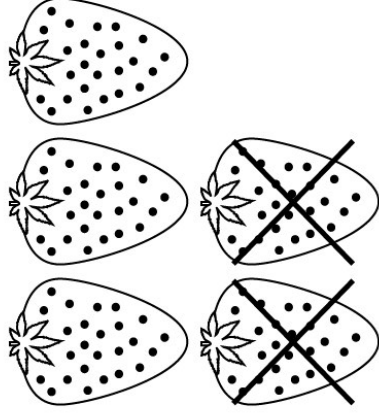
$$6 - 3 = \boxed{\phantom{0}}$$



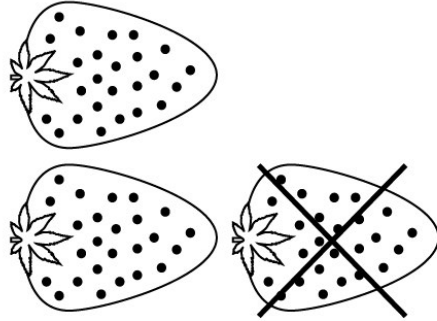
$$8 - 2 = \boxed{\phantom{0}}$$



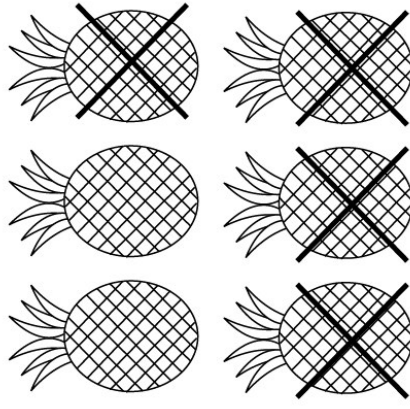
$$7 - 3 = \boxed{\phantom{0}}$$



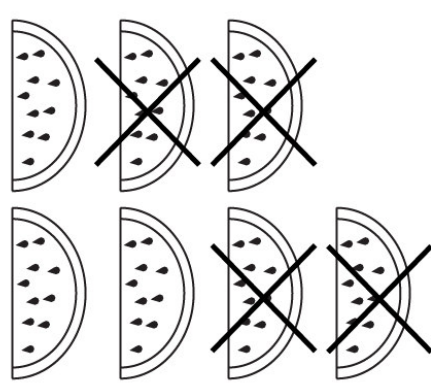
$$5 - 2 = \boxed{\phantom{0}}$$



$$3 - 1 = \boxed{\phantom{0}}$$



$$6 - 4 = \boxed{\phantom{0}}$$

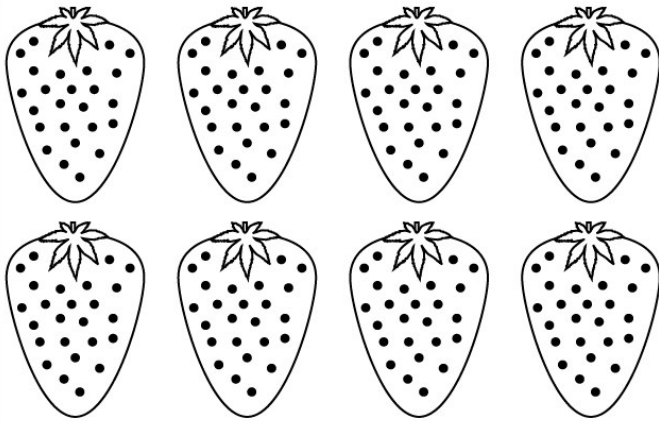


$$7 - 4 = \boxed{\phantom{0}}$$

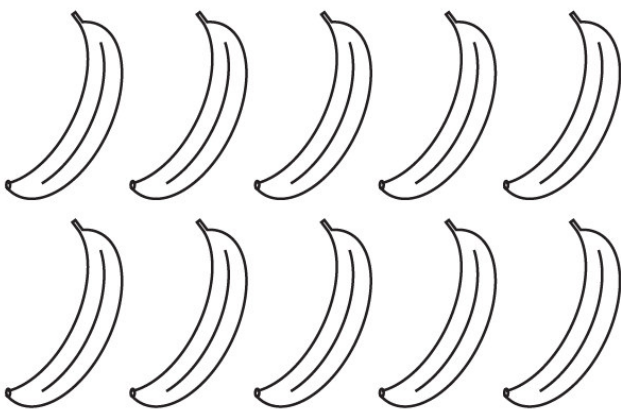
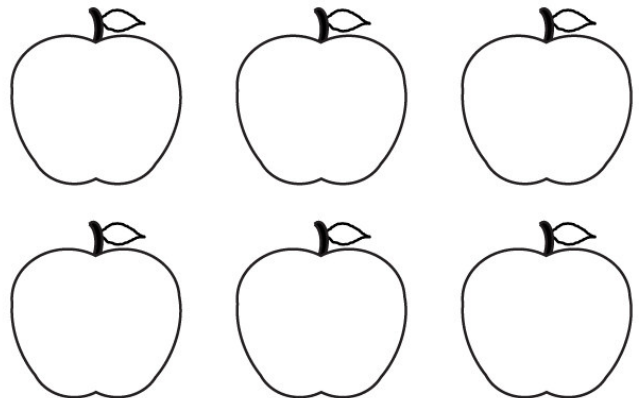
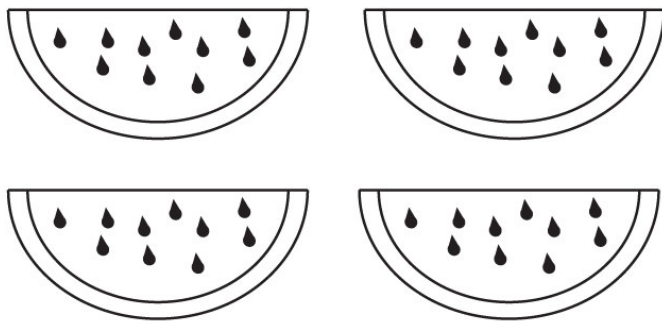
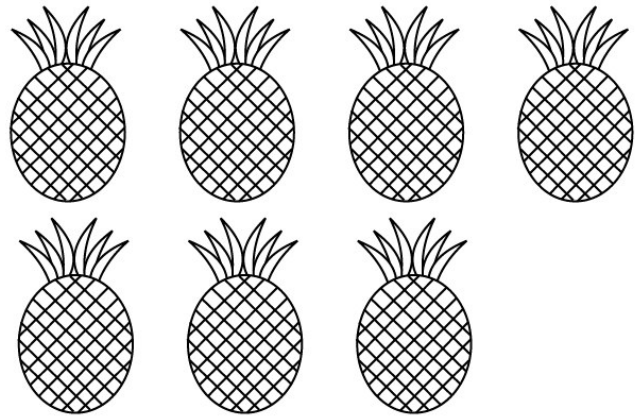


# Number Words

Count and write the numbers in words.



eight



1 one

6 six

2 two

7 seven

3 three

8 eight

4 four




9 nine

5 five




10 ten

# Getting Ready for School Checklist




I can...		I can...		I can...	
recognise my name	<input type="checkbox"/>	hold my pencil carefully	<input type="checkbox"/>	put on my socks	<input type="checkbox"/>
write the first letter	<input type="checkbox"/>	draw a face	<input type="checkbox"/>	find my shoes	<input type="checkbox"/>
copy my name	<input type="checkbox"/>	colour in carefully	<input type="checkbox"/>	put on my shoes	<input type="checkbox"/>
write my name	<input type="checkbox"/>	name the colours I use	<input type="checkbox"/>	do up my shoes	<input type="checkbox"/>



I can...		I can...		I can...	
count from 1 to 5	<input type="checkbox"/>	sing simple rhymes	<input type="checkbox"/>	find my coat	<input type="checkbox"/>
recognise each number	<input type="checkbox"/>	sing and clap to a song	<input type="checkbox"/>	put my arms into my coat	<input type="checkbox"/>
place 1 to 5 in order	<input type="checkbox"/>	tap a beat	<input type="checkbox"/>	do up a zip to the top	<input type="checkbox"/>
write 1 to 5 in order	<input type="checkbox"/>	move to music	<input type="checkbox"/>	do buttons	<input type="checkbox"/>

I can...		I can...		I can...	
eat with a knife and fork	<input type="checkbox"/>	tidy away my toys	<input type="checkbox"/>	say please when I ask	<input type="checkbox"/>
pour myself a drink	<input type="checkbox"/>	clear away things I've used	<input type="checkbox"/>	say thank you when I get	<input type="checkbox"/>
taste different foods	<input type="checkbox"/>	put my clothes away	<input type="checkbox"/>	ask to go to the toilet	<input type="checkbox"/>
wash my hands before and after meals	<input type="checkbox"/>	help at home	<input type="checkbox"/>	wait my turn to talk	<input type="checkbox"/>

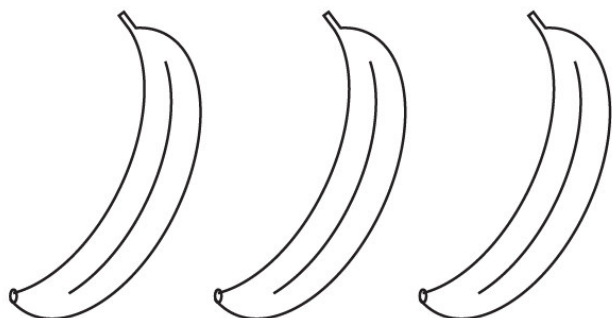
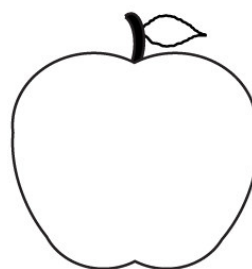
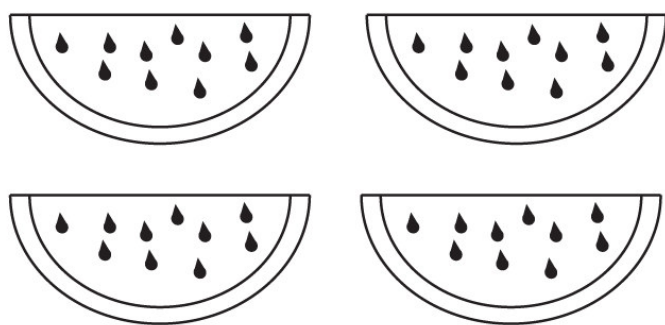
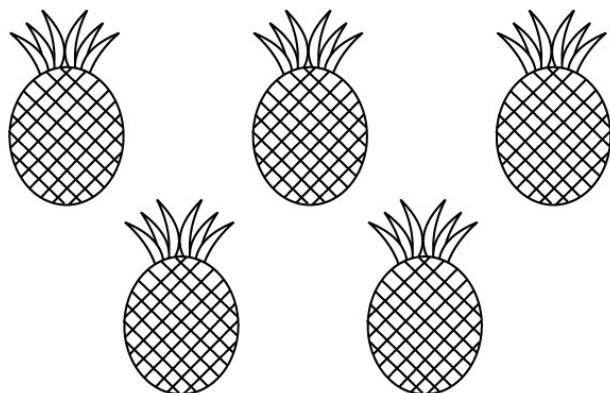
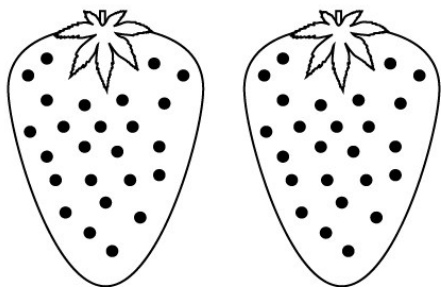




I can...		I can...		I can...	
clean myself	<input type="checkbox"/>	use the stairs hand rail	<input type="checkbox"/>	cut along a line	<input type="checkbox"/>
wash my hands	<input type="checkbox"/>	hold hands on the street	<input type="checkbox"/>	cut 'snips' into paper	<input type="checkbox"/>
dry my hands	<input type="checkbox"/>	take turns when playing	<input type="checkbox"/>	cut out a shape	<input type="checkbox"/>
go to the toilet when I need to	<input type="checkbox"/>	share toys with a friend	<input type="checkbox"/>	cut out shapes to make a picture	<input type="checkbox"/>

# Number Words

Count and write the numbers in words.



1 one

6 six

2 two

7 seven

3 three

8 eight

4 four

9 nine

5 five

10 ten

# Getting Ready for School



It is nearly time to start school! Here are some things you can practise at home to help you get ready for school.

## Self-Care and Independence

- I can wash and dry my hands.
- I can wipe my nose.
- I can put on/fasten my coat and shoes.
- I can use the toilet.
- I am learning to dress/undress – this will help me change for PE.
- I am happy to be away from my parents or carers. I know they will be back soon.



## Playing with Others

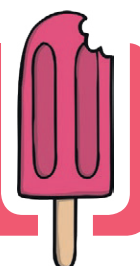
- I join in games and activities with other people.
- I can share and take turns.

## Speaking and Listening

- I can talk about my ideas, needs and feelings.
- I can ask a grown-up for help.
- I can follow simple instructions.

## Eating and Drinking

- I can use a spoon, knife and fork.
- I can open my lunch box as well as wrappers and packaging.
- I can drink from a water bottle, carton or open cup.

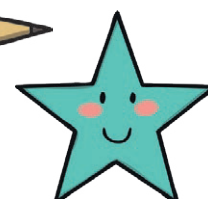


## 1 2 3 4 5 Numbers

- I can count a small number of items.
- I like singing number rhymes or songs.
- I am learning to say numbers to ten.
- I can recognise some numbers.

## Reading and Writing

- I can recognise/read my name.
- I can hold a pencil to draw.
- I am learning to write my name.
- I enjoy listening to stories and rhymes.





# Getting Ready for School Checklist

## I can...

recognise my name

☐

write the first letter

☐

copy my name

☐

write my name



## I can...

hold my pencil carefully

☐

draw a face

☐

colour in carefully

☐

name the colours I use

☐

## I can...

put on my socks

☐

find my shoes

☐

put on my shoes

☐

do up my shoes

☐

## I can...

count from 1 to 5

☐

recognise each number

☐

1 to 5 in order

☐

1 to 5 in order

☐

1 2 3 4 5

## I can...

sing simple rhymes

☐

sing and clap to a song

☐

tap a beat

☐

move to music

☐

## I can...

find my coat

☐

put my arms into my coat

☐

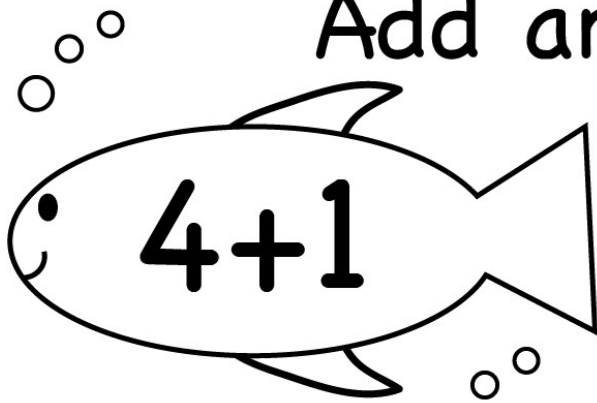
do up a zip to the top

☐

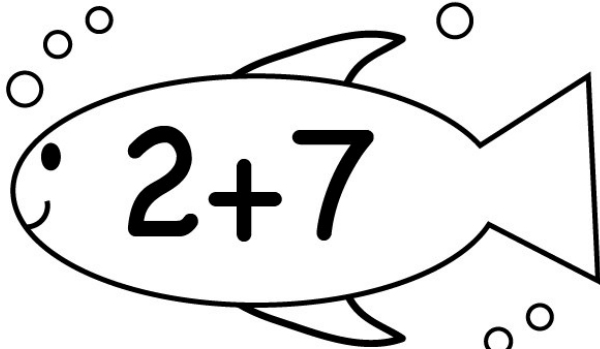
do buttons

☐

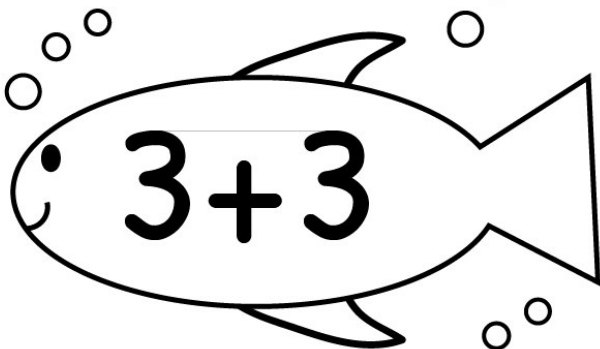
# Add and Match



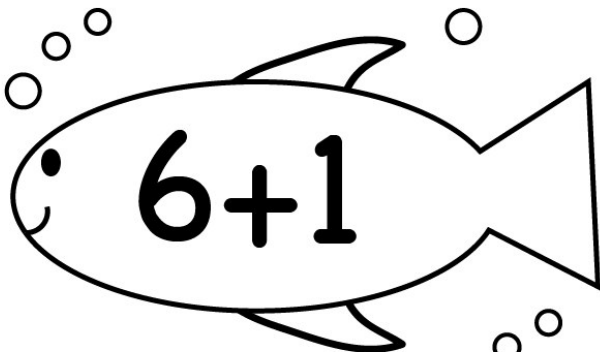
9



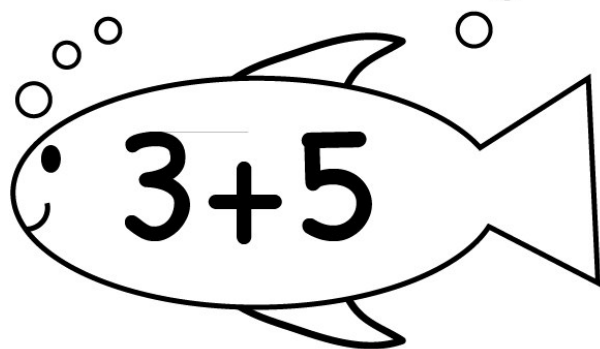
8



7



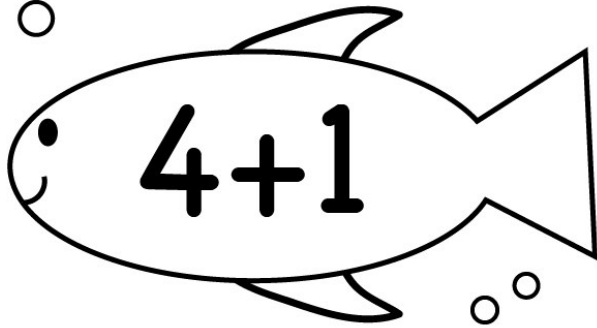
6



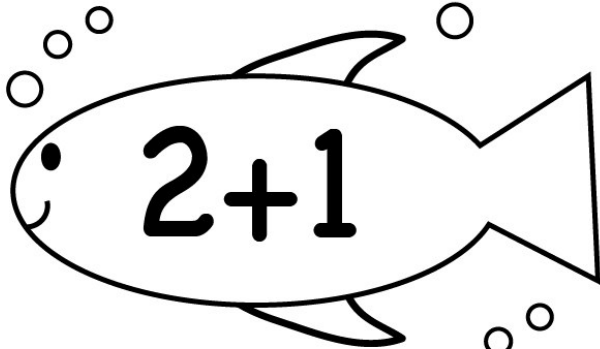
5



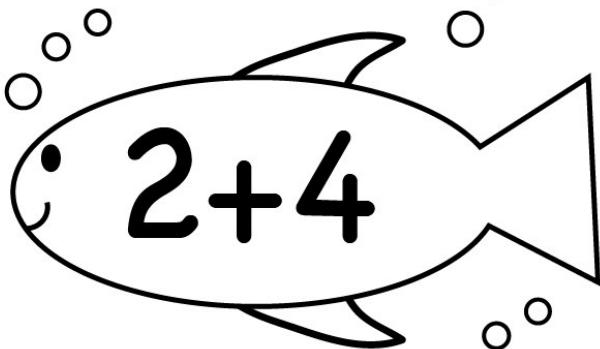
# Add and Match



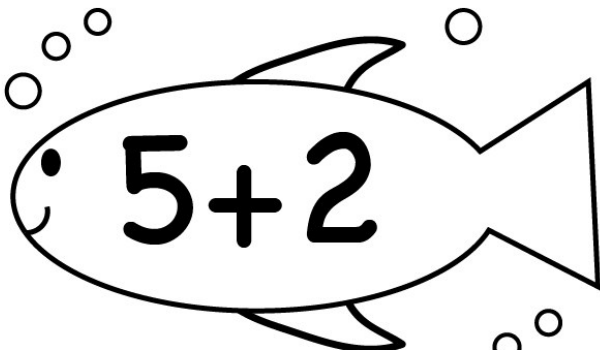
3



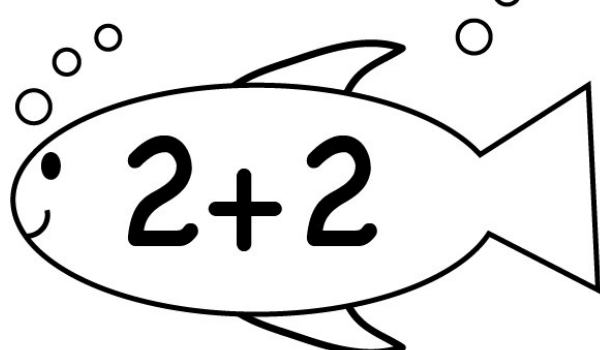
4



7

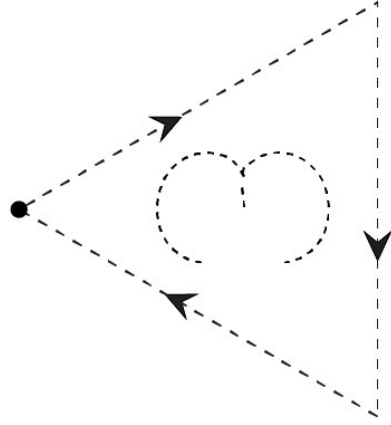


6

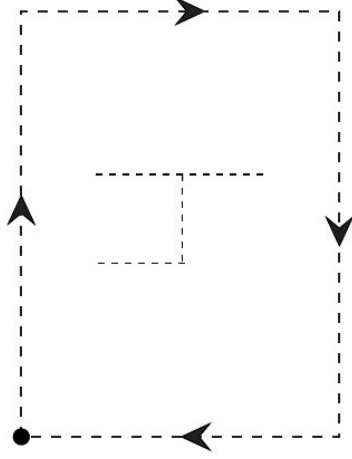


5

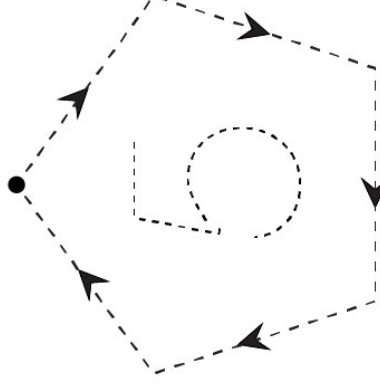
# How many sides?



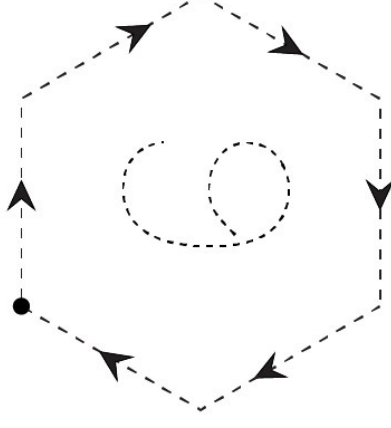
Triangle



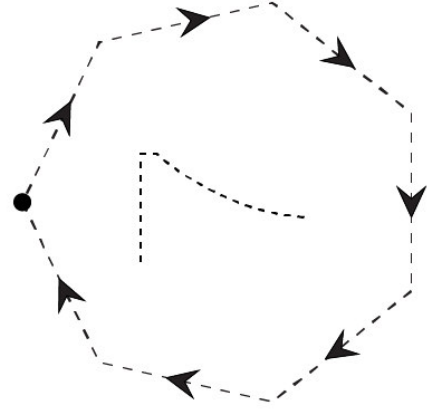
Rectangle



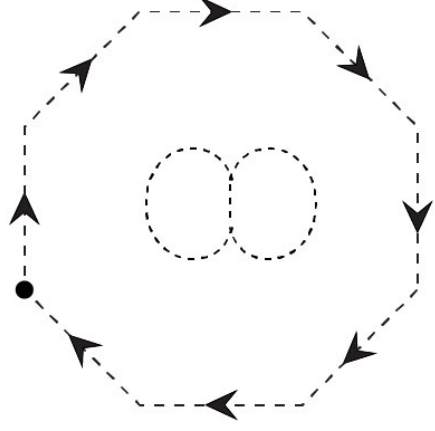
Pentagon



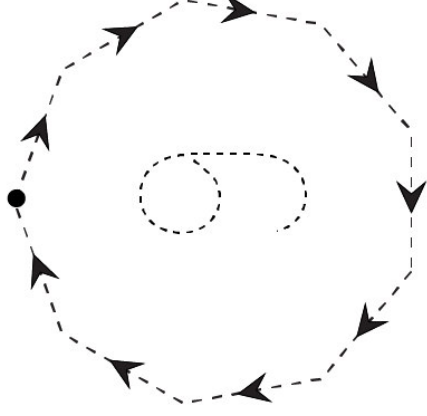
Hexagon



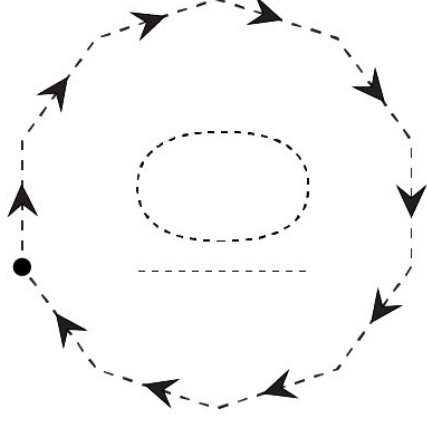
Heptagon



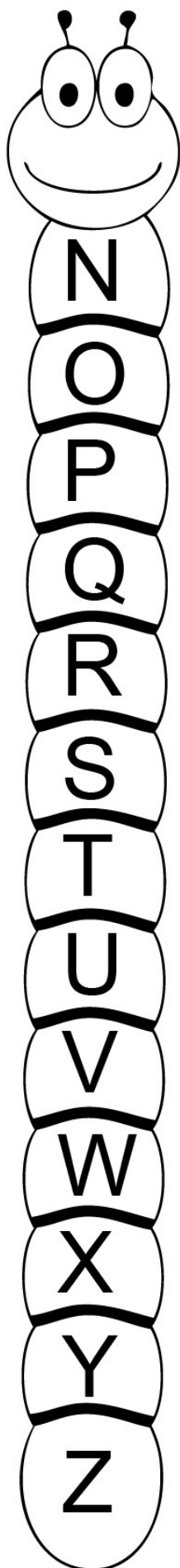
Octagon



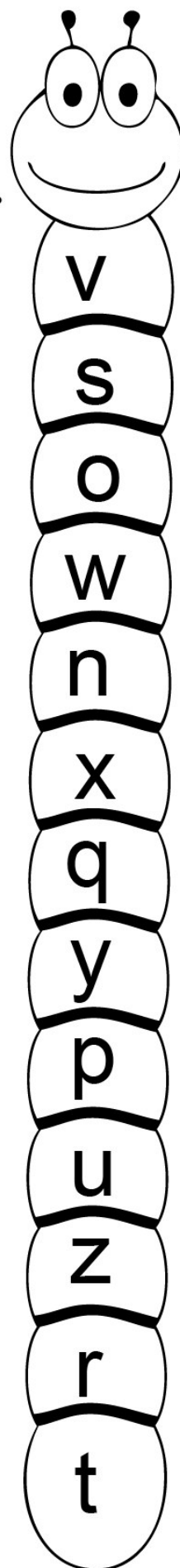
Nonagon

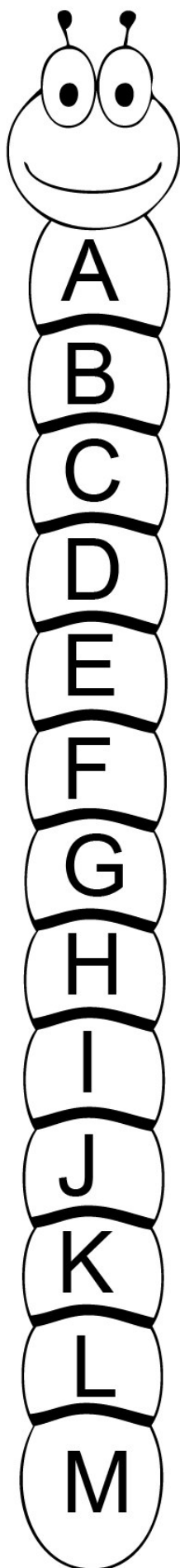


Decagon

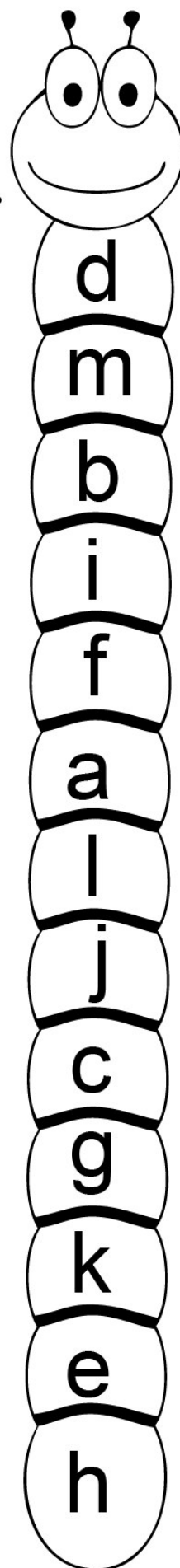


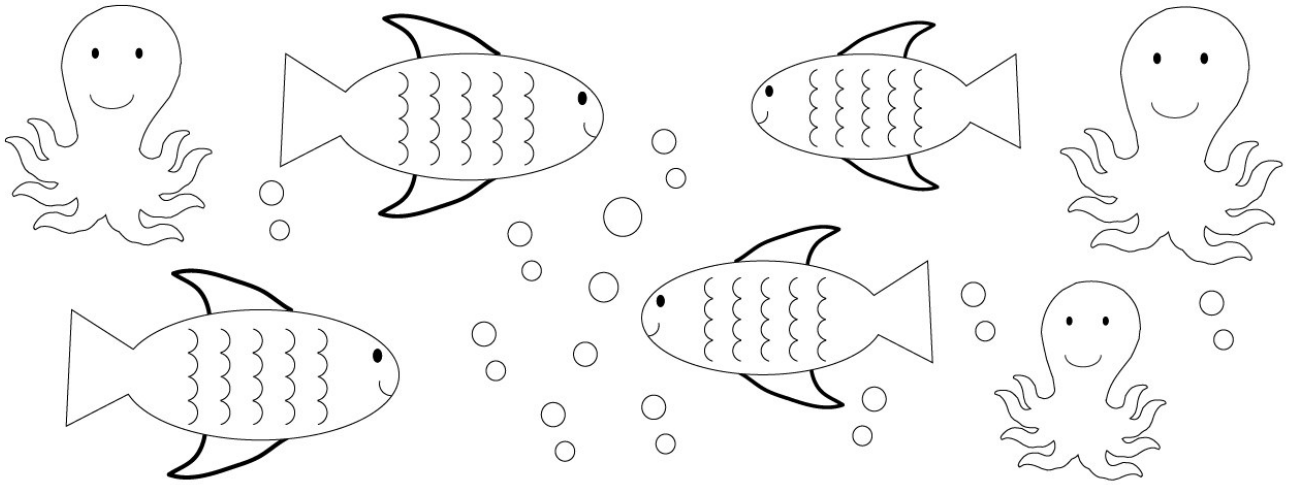
Draw a line to match  
each uppercase letter  
to its lowercase letter.





Draw a line to match  
each uppercase letter  
to its lowercase letter.





a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

# Early Years Pencil Grip Development

## A Guide for Parents

It is important to allow your child to develop a comfortable pencil grip in their own time. There is no need to force your child to hold a pencil in a certain way – their grip should naturally develop and progress as their muscles and posture strengthen and develop.

### Palmar Grip

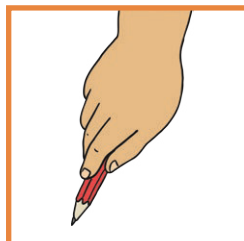
The pencil is held in the whole fist. Usually develops between the ages of one and two.



The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.

### Digital Pronate Grip

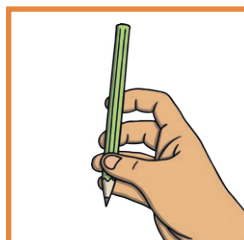
All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.



The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.

### Splayed Four-Finger Grip

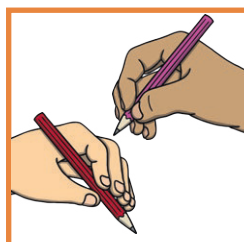
Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.



The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.

### Static Tripod and Quadropod Grip

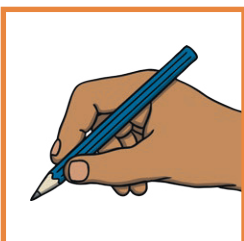
Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.



Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.

### Dynamic Tripod Grip

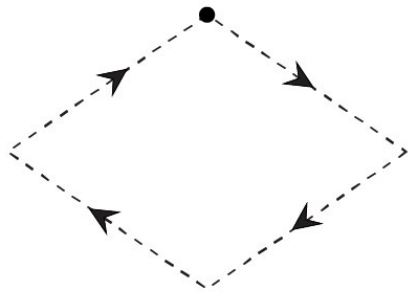
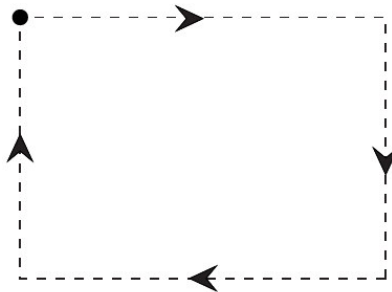
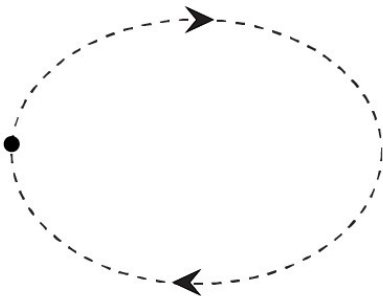
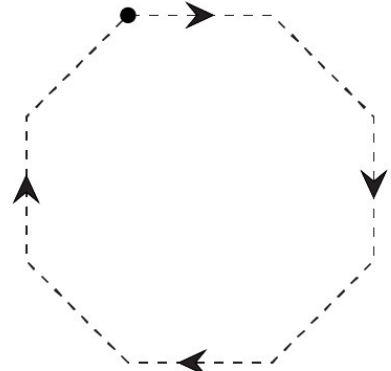
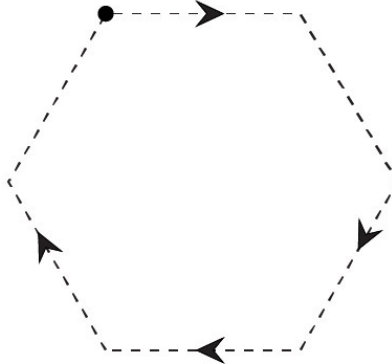
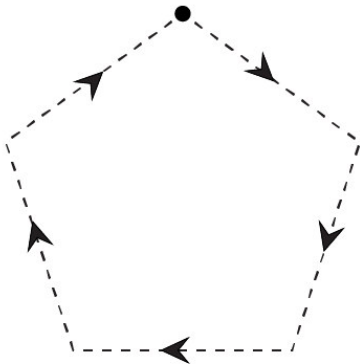
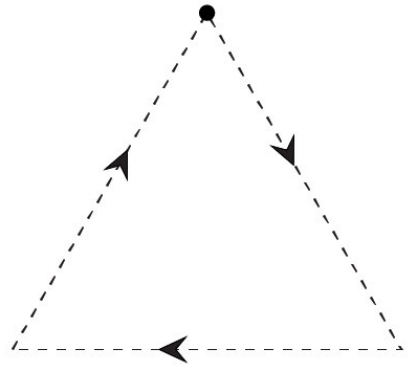
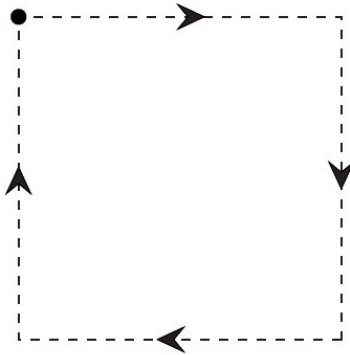
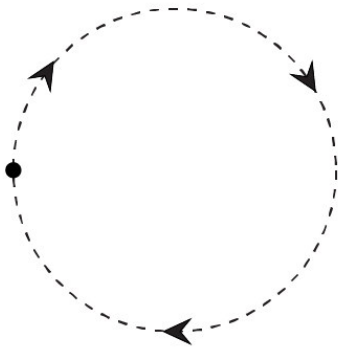
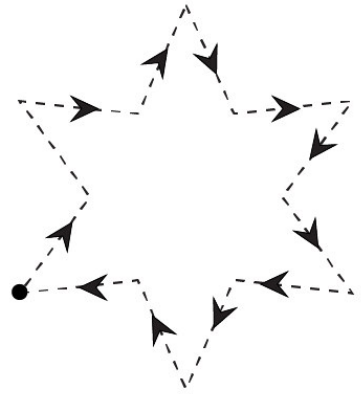
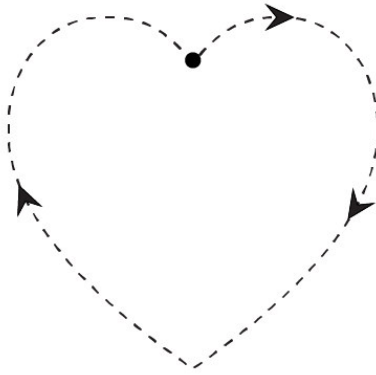
The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.



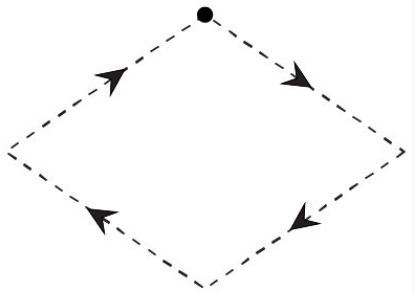
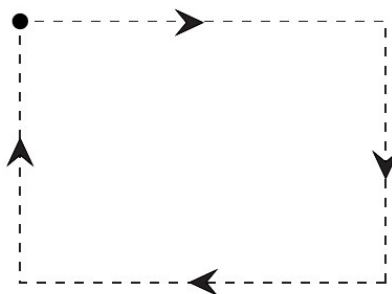
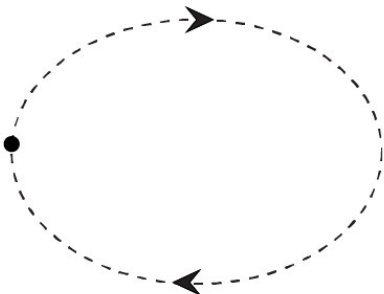
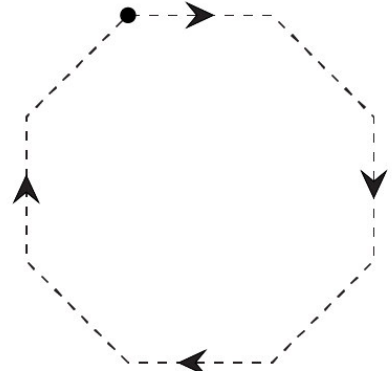
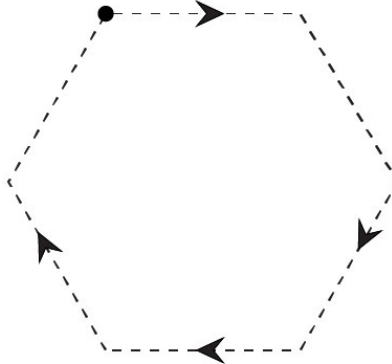
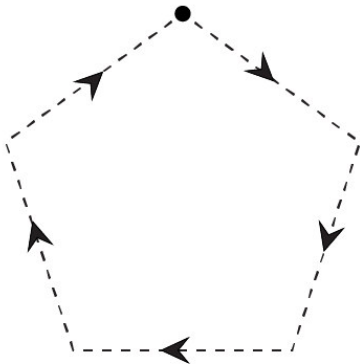
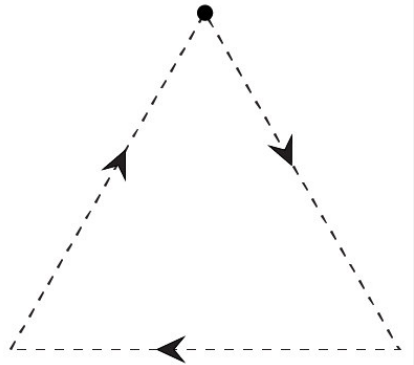
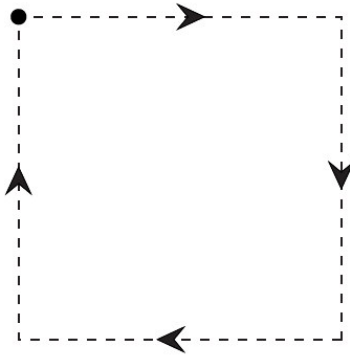
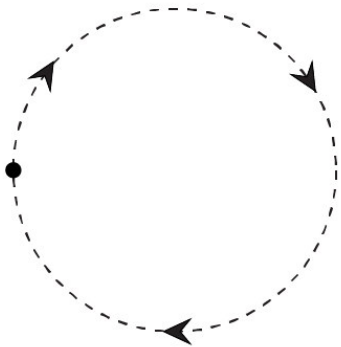
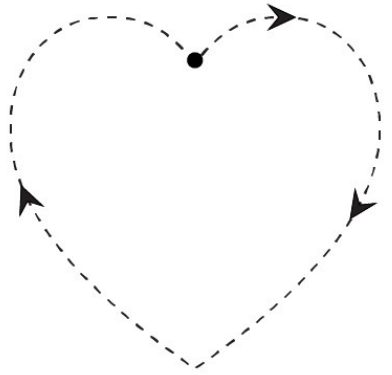
The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.



# Shapes



# Shapes



# Numbers in Words

Write the numbers in words.

1

2

3

4

5

6

7

8

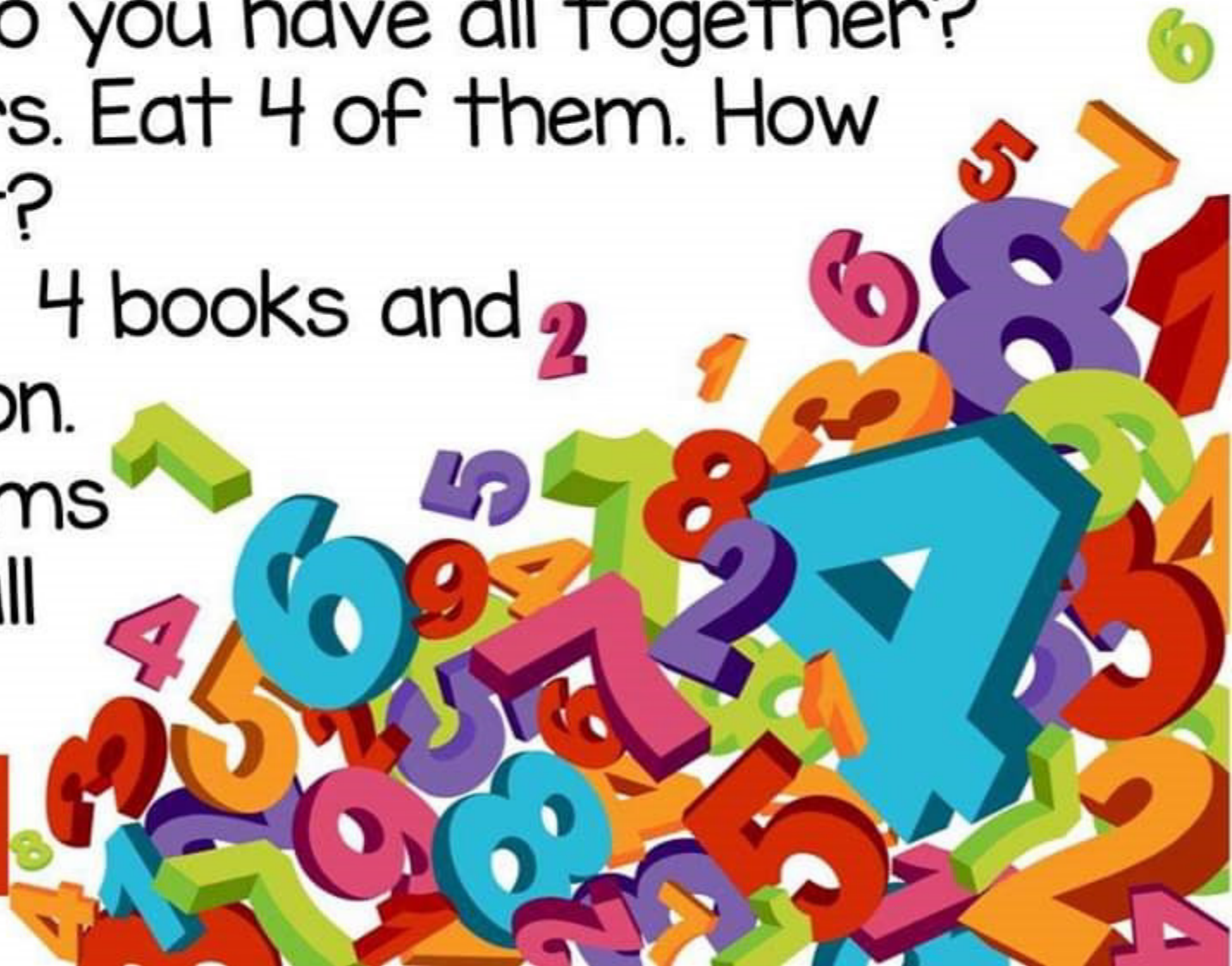
9

10

# MATH SCAVENGER HUNT

primary playground

- Find 2 pencils and 1 blue crayon. How many items do you have now?
- Find 5 blocks and 2 pennies. How many items do you have now? Take away 3 blocks. How many items are left?
- Find 4 socks and 2 stuffed animals. How many items do you have all together?
- Find 8 crackers. Eat 4 of them. How many are left?
- Find 3 spoons, 4 books and 1 orange crayon. How many items do you have all together?





# Letter Formation Practice Sheet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z


# ཉམ་ BUQTi for Primary 1




> ཉམ་ ཁྱི་

# I'm Ready for Primary 1

1 c[ QWb\_g ^ e` d\_XU` i \_e bUQT dXUcU^dU^SUt RU\_g)  
 3 \_\ \_ebY^ dXUXQ` `i VQSUYWYdYc c\_] UxY^Wi \_e SQ^  
 T\_) DXUuU Qdu Qc\_ c\_] U c`QSUt V\_b i \_e d\_ TbQg  
 Q^T g bYdJ

9 SQ^ cQ\_ ] i ^Q\_ U) 


9 SQ^ g bYdJ ] i ^Q\_ U) 


3 Q^ i \_e g bYdJ i \_eb^Q\_ UXUuU

9 SQ^ dU\ c\_] U \_^Ug XU^ 9^UT c\_] UxY^WY 

C\_] UxY^W9] Q\_ ^UT XU^ g YdX Yc \_\_\_\_\_

\_\_\_\_\_)

9 SQ^ cXQdu Qd dY] U) 

9 SQ^ dQ\_ Udeb^c Qd dY] U) 

9 SQ^ `ed \_^ ] i cX\_ U) 

9 SQ^ ` \_Y^dd\_ ` Qbct \_V] i R\_Ti )



9 SQ^ \YcdU^ d\_ Q cd\_bi Q^T dQ[ QR\_ed g XQd  
XQc XQ` ` U^UT)



= i VQf \_ebYdUcd\_bi Yc \_\_\_\_\_

9 SQ^ `ed] i ZQS[ Wd\_^)



9 SQ^ jY^ ] i S\_Qde`)



9 SQ^ cQ\_ g X\_ \YfLk Y^ ] i X\_ecU)



9 [^\_g g XQdQWU9Q )



3Q^ i \_e g bYdU i \_eb QWUXLbU

9 [^\_g g XU^ 9^UT dXUd\_YLdQ^T SQ^ W  
Ri ] i cUV)



9 SQ^ g \_b[ g YdX \_dXUb SXXTbU^)



3Q^ i \_e TbQg Q `YSdbU\_Vi \_e g \_b[ Y^Wg YdX i \_eb  
WbYU^Tc Y^ ^ebcUbi ,



9 SQ^ \kdj^ d\_ Q^ Y^cbeSdY^ Q^T V\_\g Yd  
ceSX Qc 2`eddKU`U^SY Y^ dKU`\_d)



3Q^ i\_e dY^[\_VQ^i \_dXUbY^cbeSdY^c i\_e  
SQ^ V\_\g,

9[^\_g cQUbi be\Uc QR\_eddKUb\_QT)



9Qj cQU\_^ dKUb\_QT RUSQecU9\_\_\_\_\_

9SQ^ ^Qj Uc\_] Uc\_e^Tc)



8UuQbUc\_] Uc\_e^Tc 9[^\_g)

Q R S T U V W X Y Z[ \] ^ \_ ` a b c d e f g h i j

9 SQ^ S\_e^dd\_ \_\_\_\_\_)

9SQ^ Z\_Y^ Y^ g YdX ^ebcUbi bXi ] Uc Q^T c\_^Wt)



3Q^ i\_e TbQg Q `YScbU\_Vi\_e Z\_Y^Y^W^ g YdX  
^ebcUbi bXi ] Uc Q^T c\_^Wt,

# RAINBOW SCAVENGER HUNT

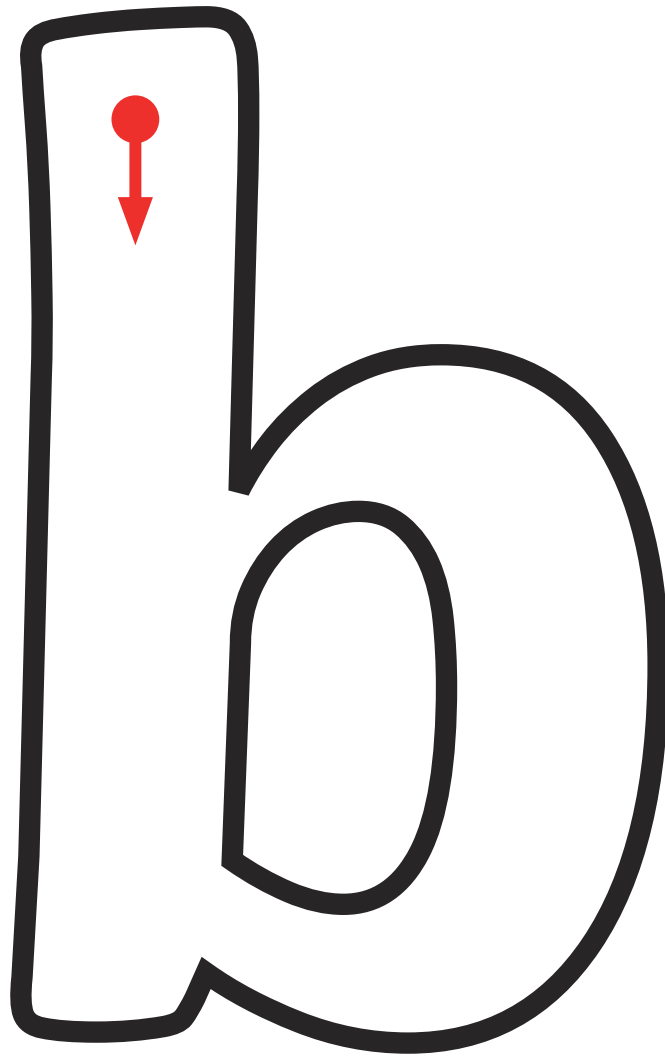
primary playground

-  Find something red.
-  Find something yellow.
-  Find something orange.
-  Find something green.
-  Find something blue.
-  Find something purple.
-  Name a fruit that is red.
-  Name an animal that is yellow.
-  Name a vegetable that is orange.
-  Name a plant that is green.
-  Name a flower that is purple.
-  Name something outside that is blue.

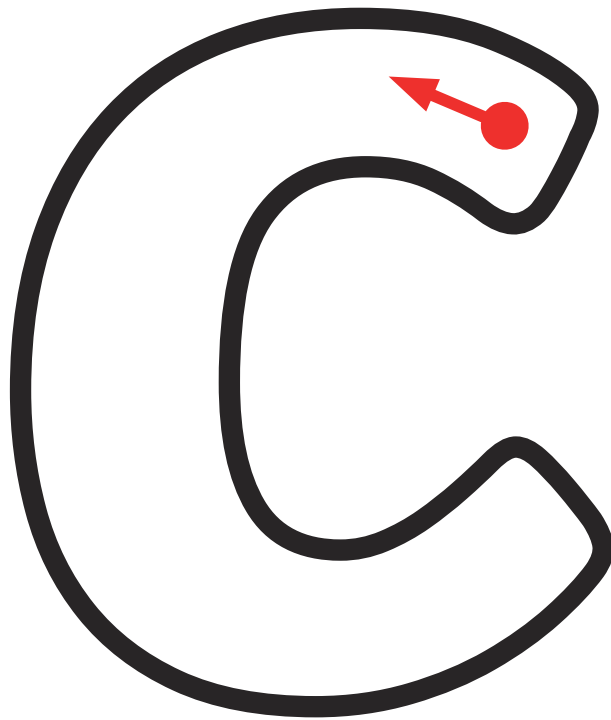




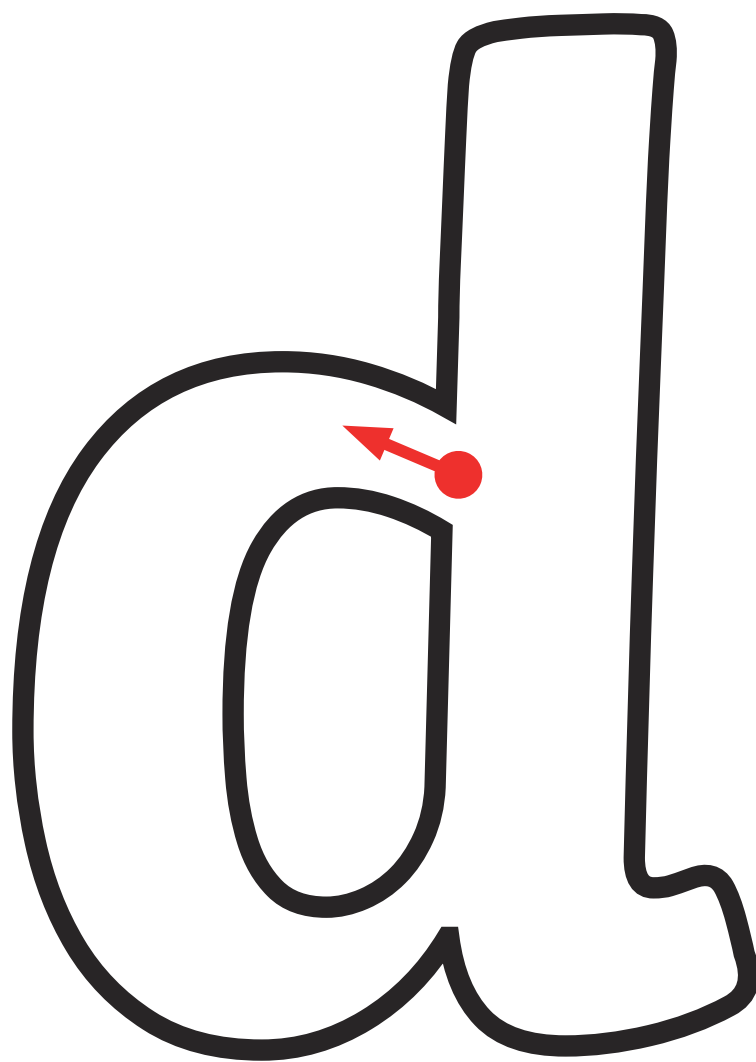
**Start with a c and then  
go upwards all the way.  
Go straight back down again  
and hooray – you made an a!**



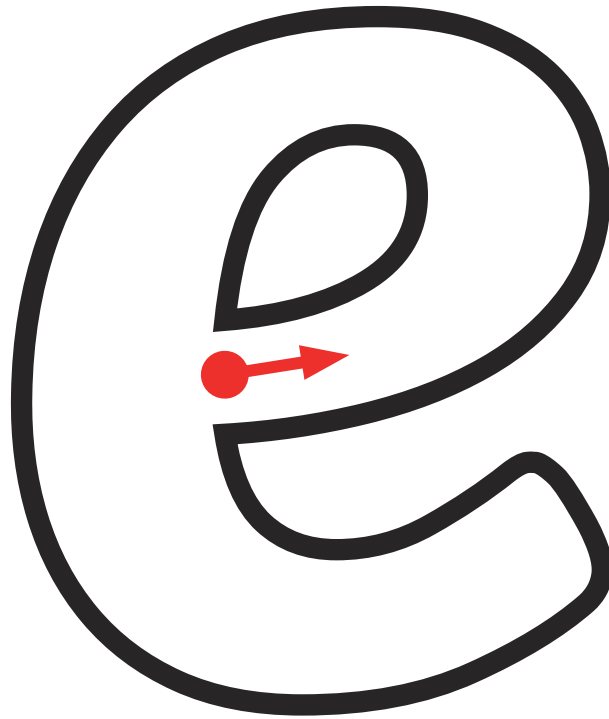
**Go straight down and  
halfway up again neatly.  
Then all the way around and join  
to the bottom to make a b!**



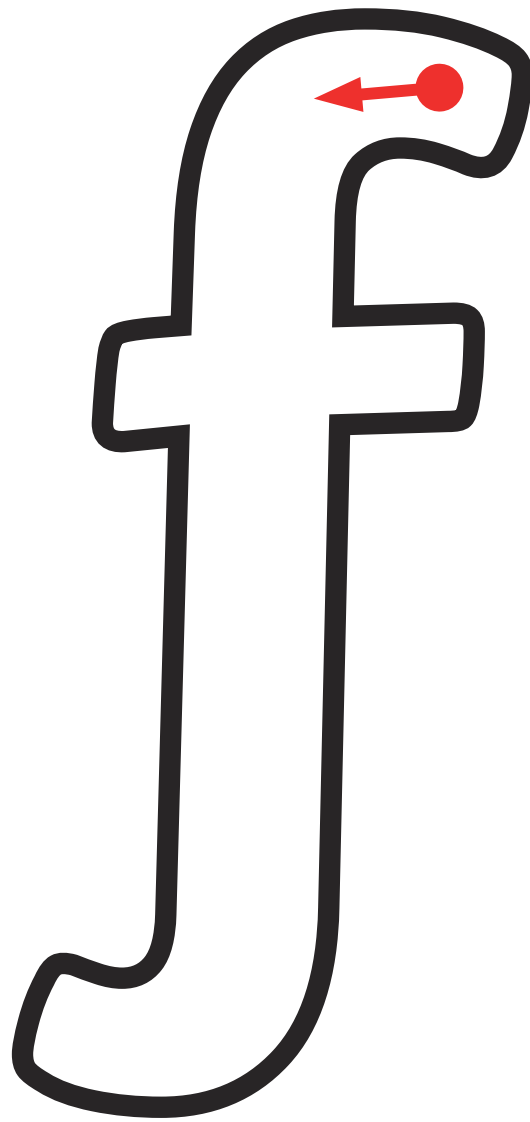
**Start drawing a circle  
and curl around slowly.  
Stop before you finish  
and it makes a c!**



**Start with a c then  
climb a tree.  
Come back down  
and you have a d!**



**Start in the middle and  
go across carefully.  
Then curl like a snail,  
and you have an e!**

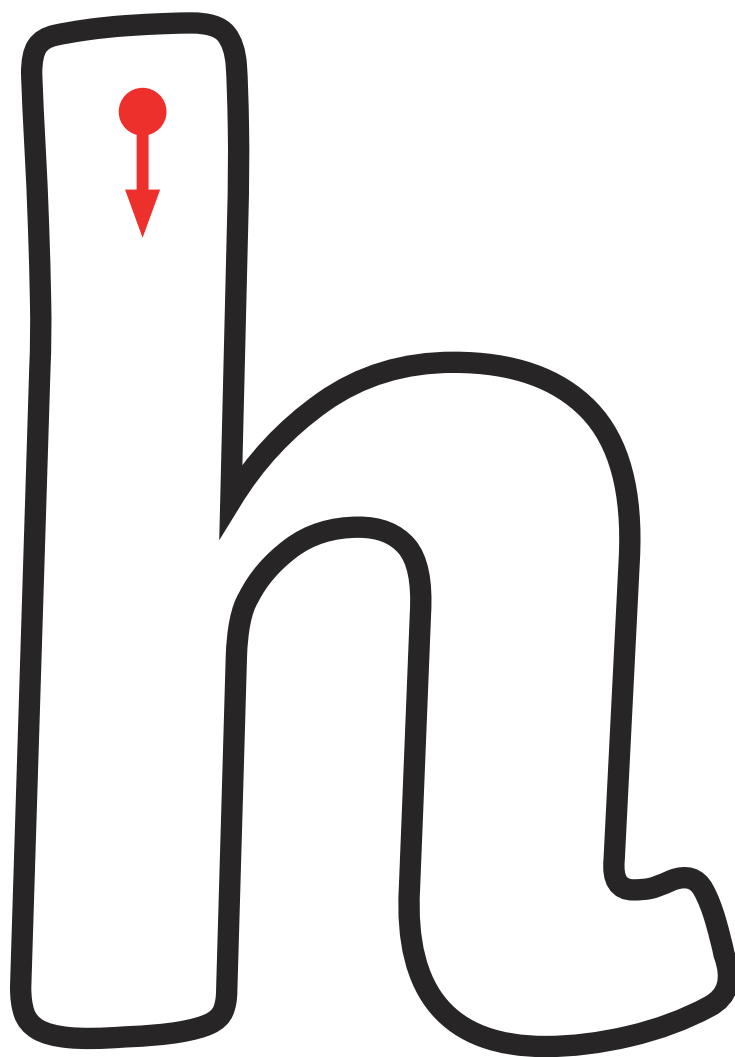


**Curl the top, go straight  
down and swing to the left.  
Go back up and cross  
the belly of your f!**

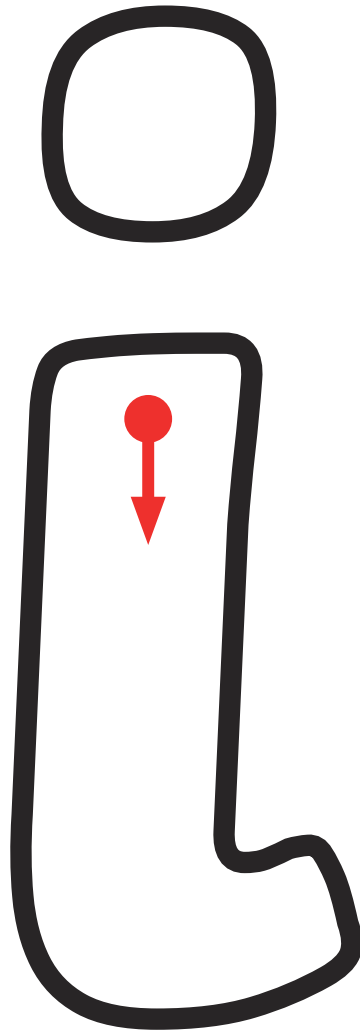




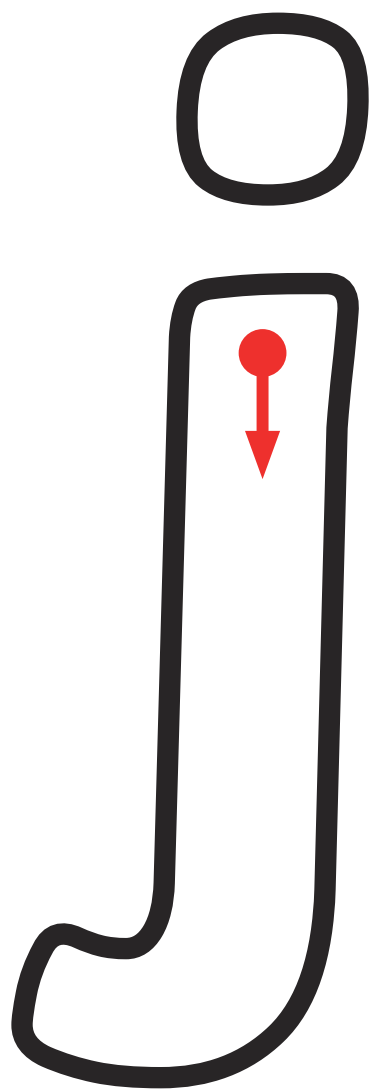
To begin writing a  
g you need a c.  
Then go down and make  
a tail for a little monkey!



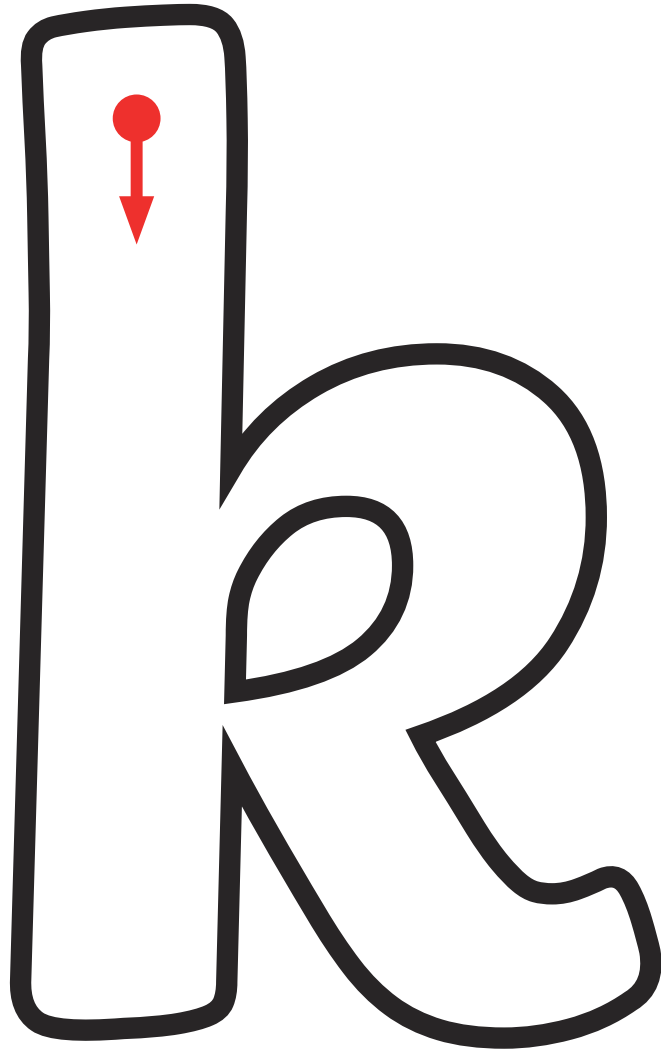
**Start at the top, go straight  
down and back halfway.  
Then over a hump and down  
to the line to make an h!**



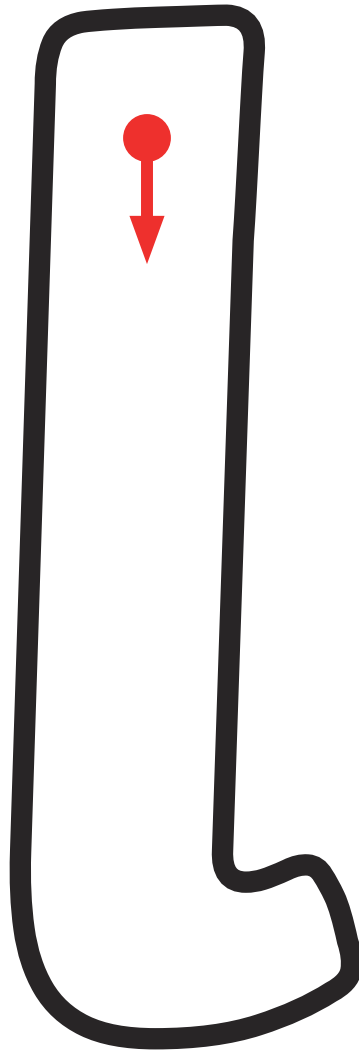
**Go straight down, then  
take your pencil off to fly...  
Right up to the top, draw  
a dot and you have an i!**



**Go straight down, under the  
line and then which way?  
A tiny curl to the left, then  
fly to the top and dot your j.**



**Whoosh up tall and back down.  
Go halfway up and around.  
Go down and out with a flick.  
Your k is ready to kick!**



**Start up high and then go  
down - you're doing well.  
Then the tiniest curl to the  
right and you have an l!**

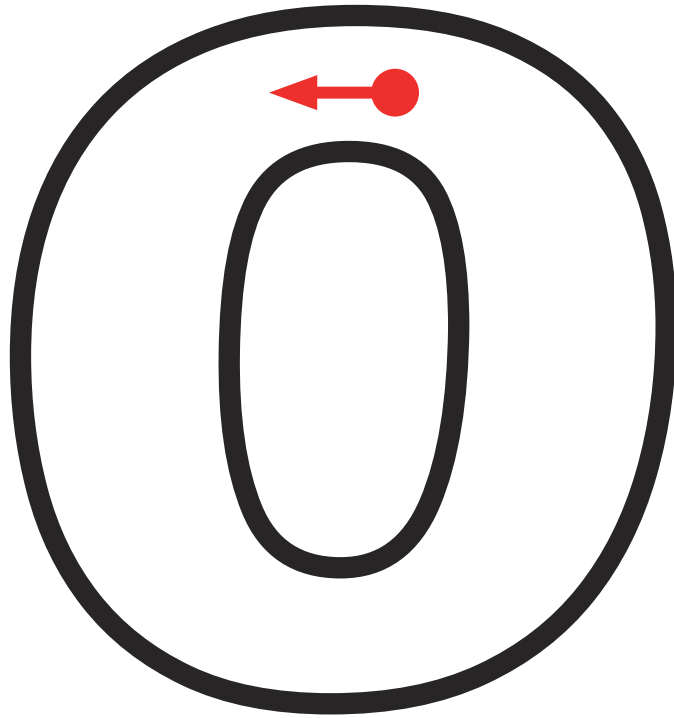


**Start at the top, down, up,  
over and down again.  
Up and over and down once  
more to finish your m!**

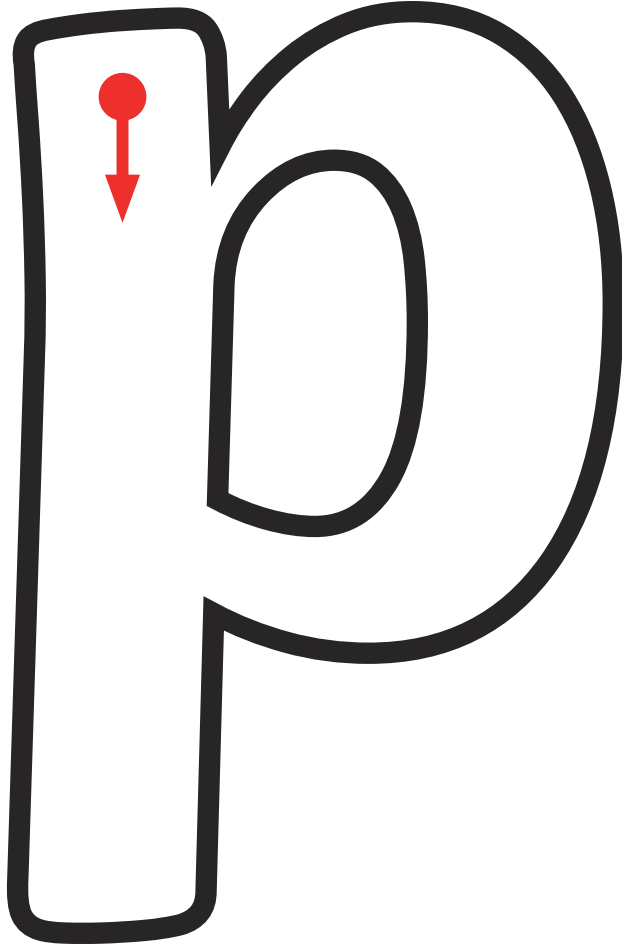


**Start at the top, go down,  
then up and then...  
Go over and down to the bottom  
and there you have an n!**

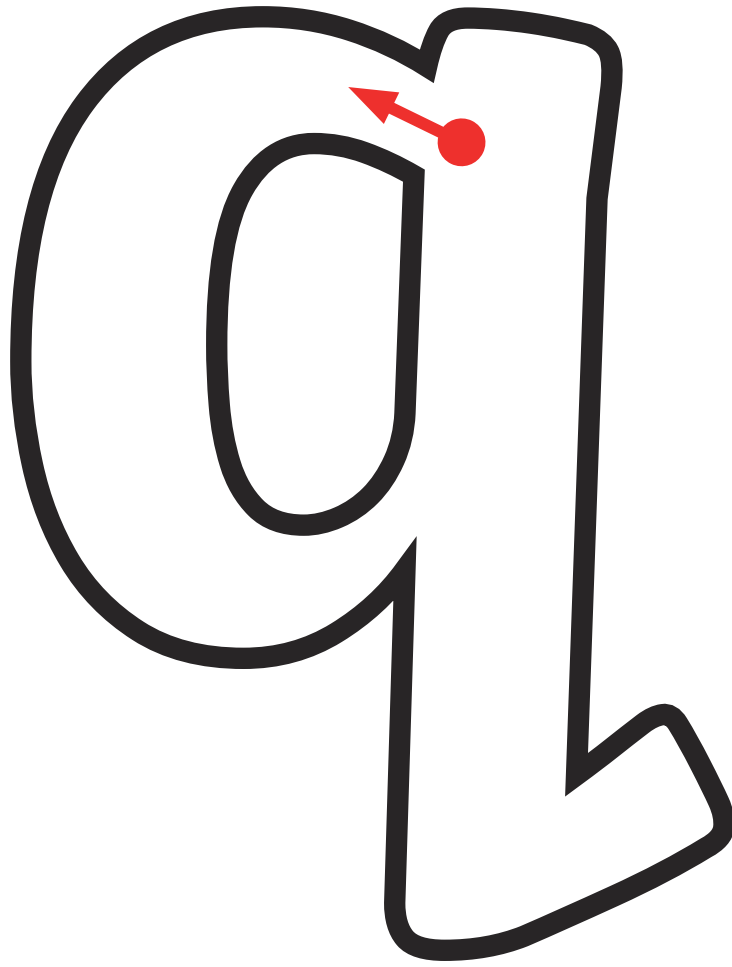




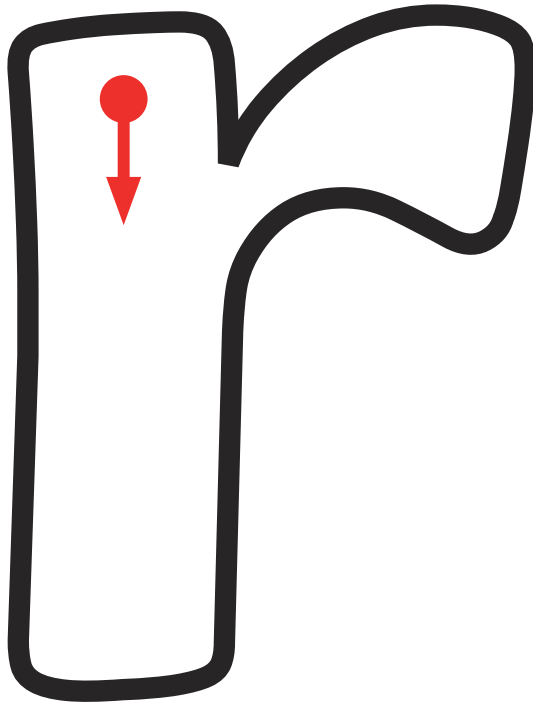
**Start at the top and go  
anti-clockwise, carefully and slow.  
When your circle comes back  
to the top you have an o!**



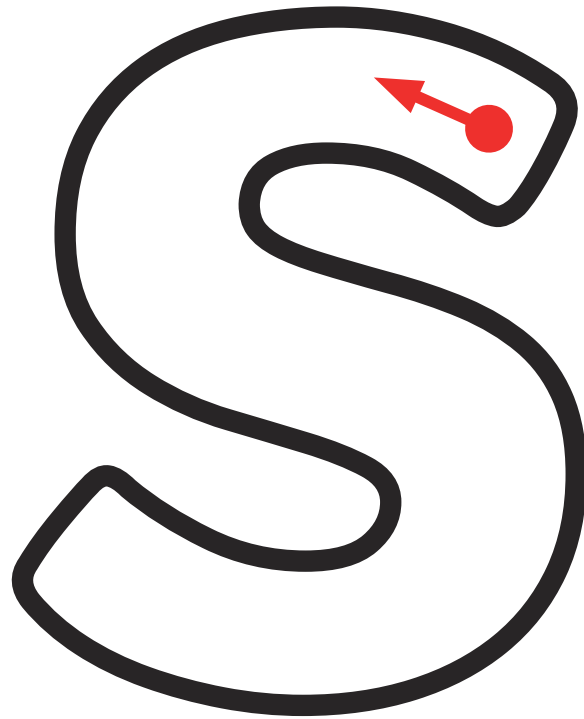
**Start at the top, go down under the line and then back neatly. Then draw a curve that joins onto your line to make a p!**



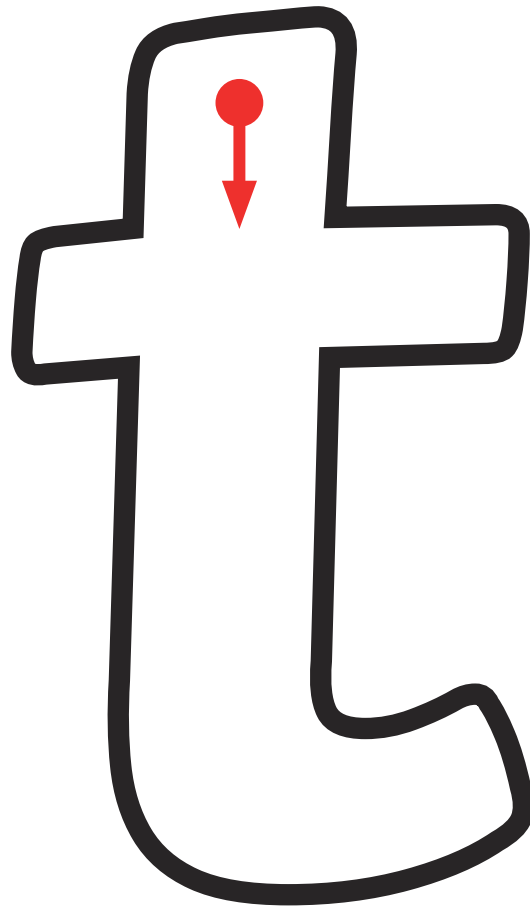
**Start with a c, go up, then  
down, then what do you do?  
Go under the line then flick  
to the right to make a q!**



**Start at the top, go down  
and up but not too far.  
Then draw a small curl at the  
top to make your perfect r!**



**S is bendy, s is curly,  
s thinks it's best...  
To curl left, right,  
left to make an s!**



**T isn't tall and it's not  
small, it's in between.  
Start at the top, go down  
and curl, then cross your t!**



**Start at the top, go down, bend  
to the right and go up – woo!  
Go back down and then  
you've made the letter u.**



**V is made of lines, no curls  
or bends or humps to see.  
Diagonal down and then  
back up to make a v!**

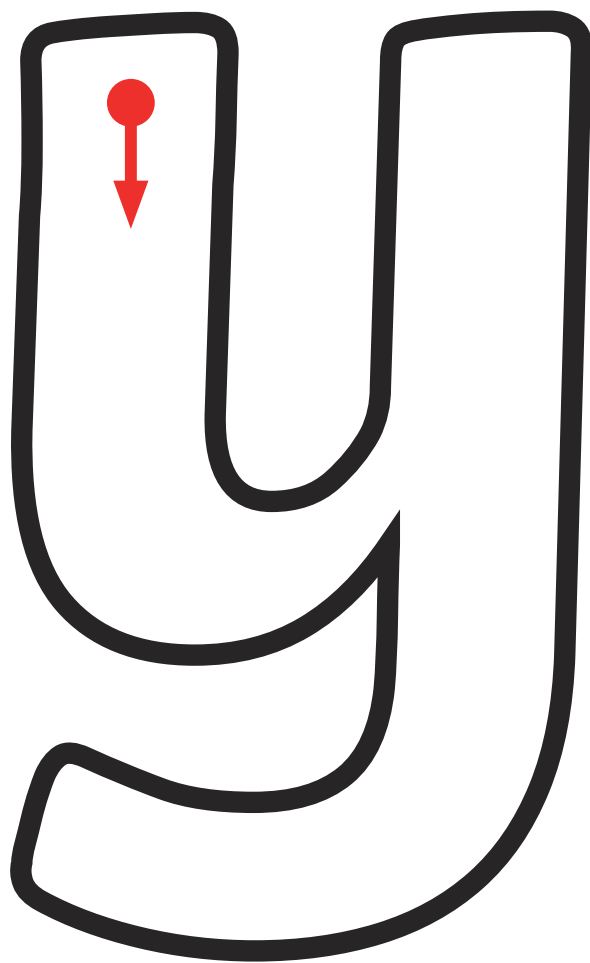




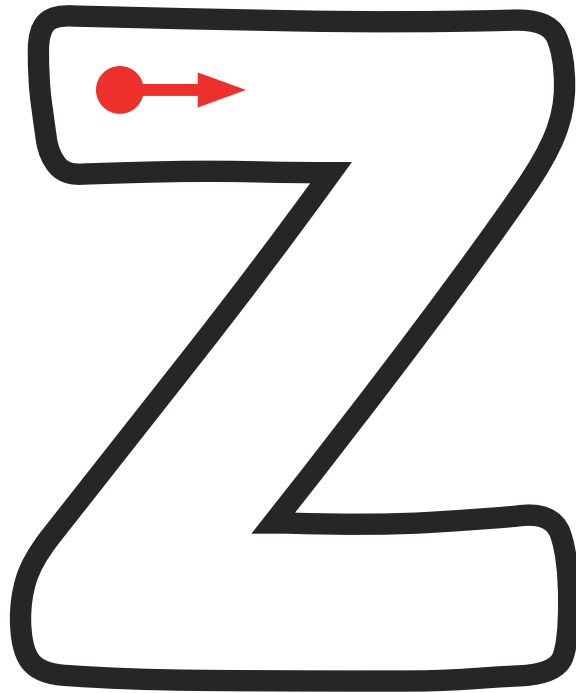
**Just like a v, there's only  
diagonal lines to do.  
Down, up, down, up is  
how you write w!**



**Start at the top and draw  
a diagonal line from the left.  
Jump back to the top, go from  
right to left and you have an x!**



**Go down, bend to the right  
then head up to the sky.  
Go down, under the line and  
swing left to make a y.**



**Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z!**



squish play dough



squeeze pegs



thread beads

**BEFORE LEARNING  
TO WRITE,  
A CHILD  
NEEDS TO...**



use scissors



trace with their fingers



create art



squeeze pipettes



sew/lace

# I Can Write My Name Every Day!

**Monday**

Handwriting practice lines for Monday, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Tuesday**

Handwriting practice lines for Tuesday, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Wednesday**

Handwriting practice lines for Wednesday, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Thursday**

Handwriting practice lines for Thursday, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Friday**

Handwriting practice lines for Friday, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

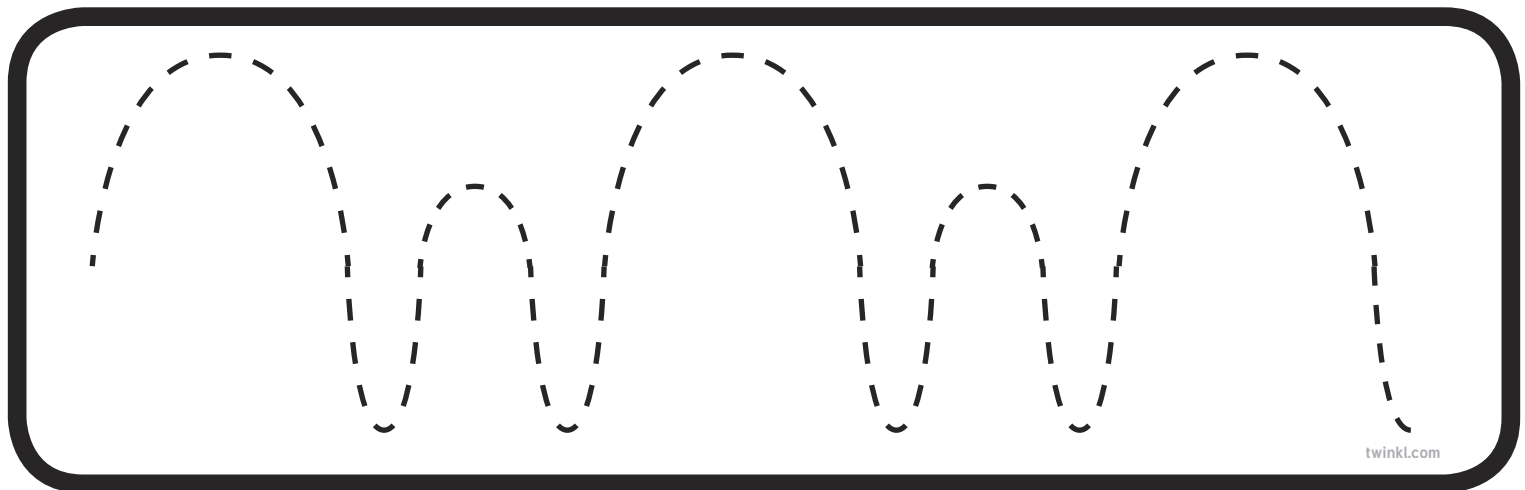
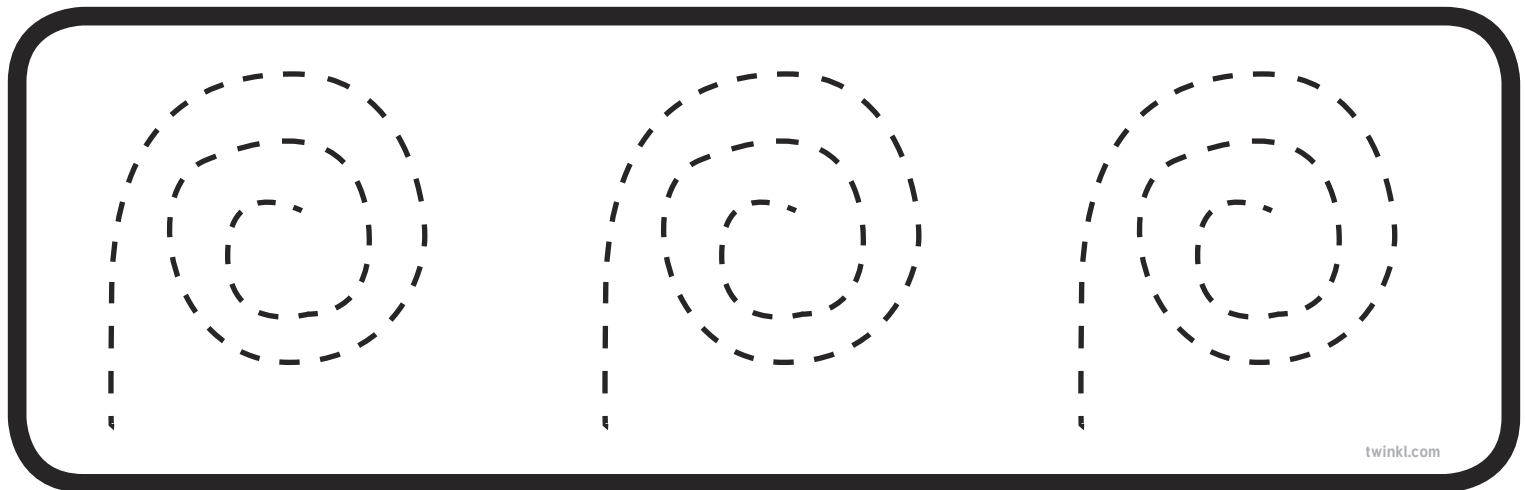
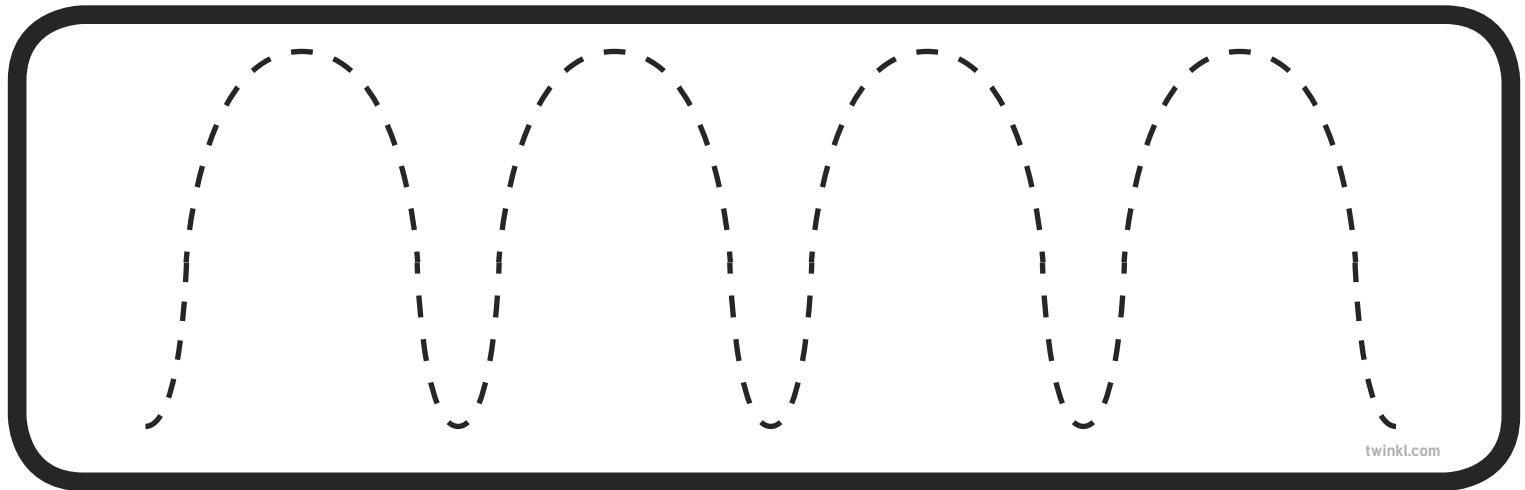
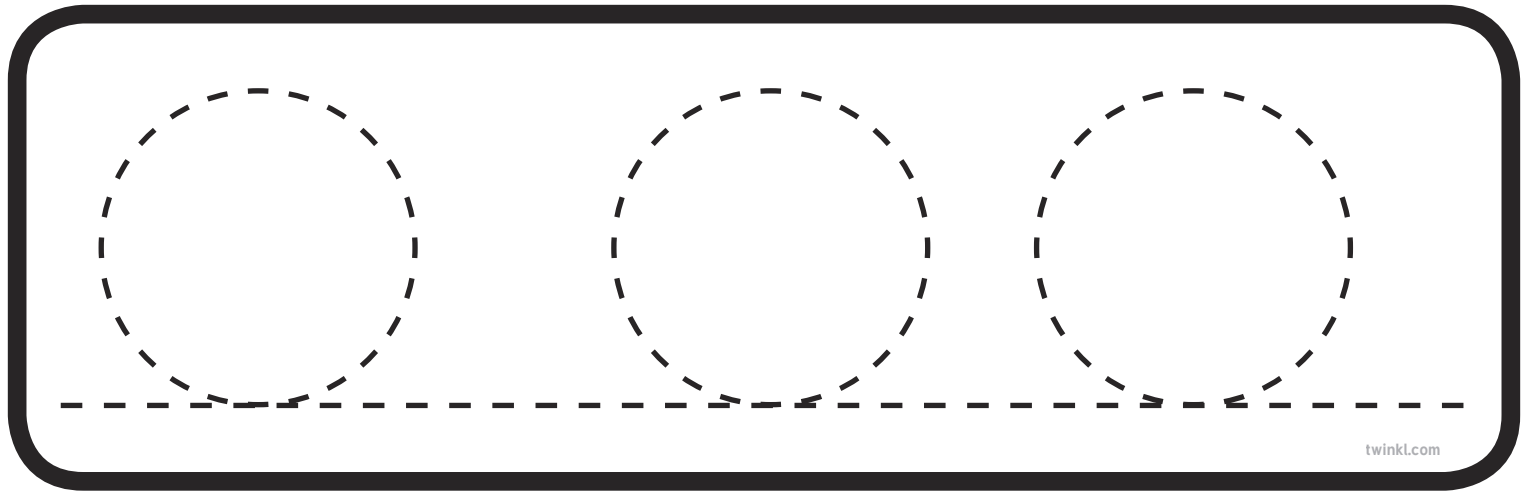


# INDOOR SCAVENGER HUNT

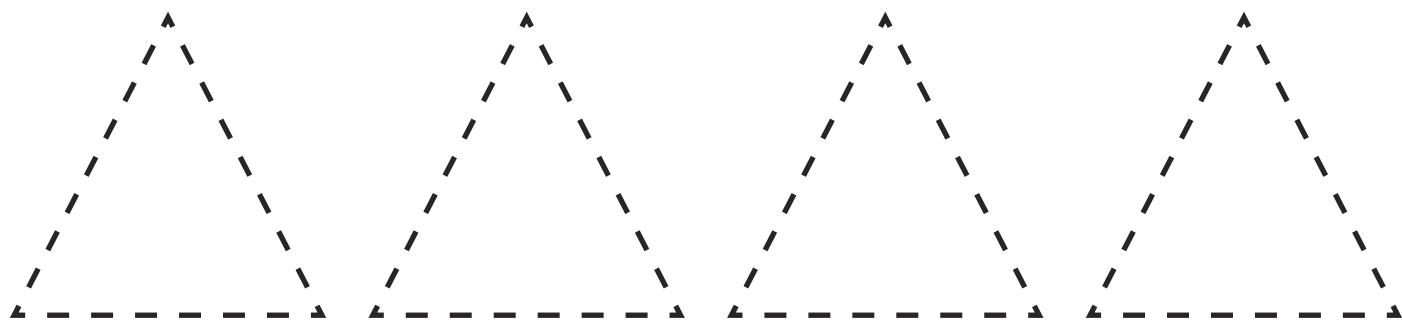
primary playground

- Find a fork.
- Find something that is red.
- Find a tissue box.
- Find 3 things that have wheels.
- Find an orange crayon.
- Find something that is very soft.
- Find a band-aid.
- Find a key.
- Find 2 socks that match.
- Find something round.
- Find a sticker.
- Find a rubber band.
- Find a pair of glasses.
- Find an envelope.





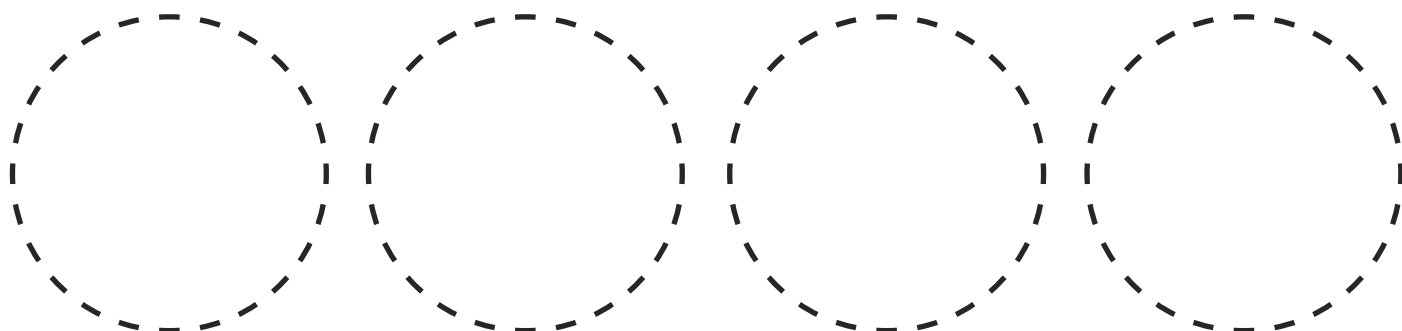




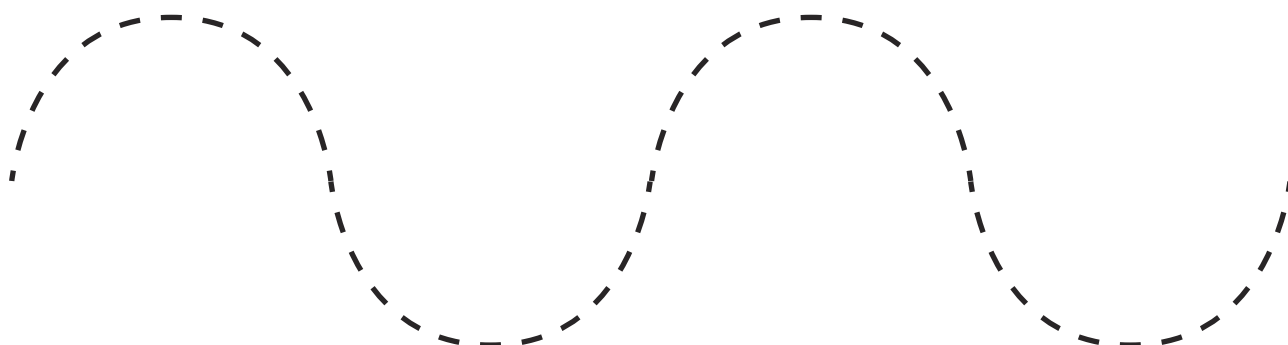
twinkl.com



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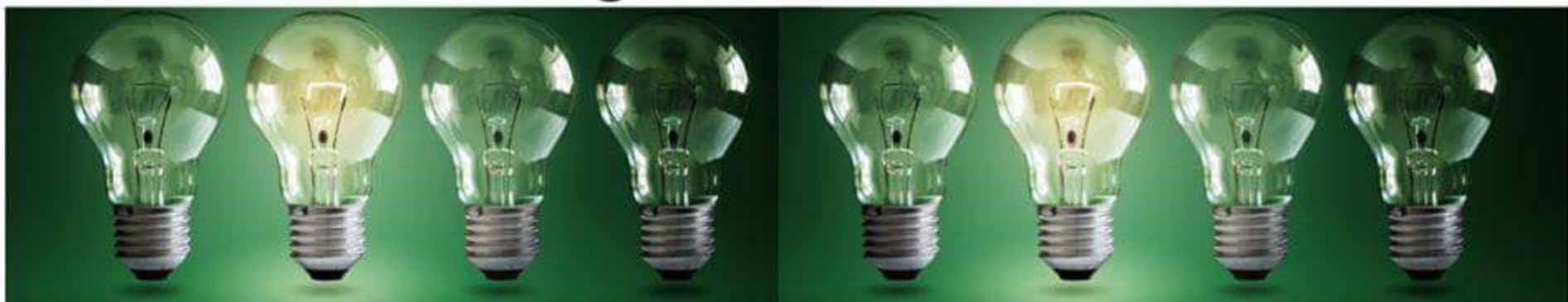


twinkl.com

# INVENTOR SCAVENGER HUNT

primary playground

- Find something that you can turn.
- Find something that is bumpy.
- Find something that is metal.
- Find something you put together.
- Find 3 things that are round.
- Find something you twist.
- Find something shiny.
- Find something you can roll.
- Find a tube.
- Find 3 things that are squishy.
- Find something clear.
- Find something that can bounce.







# Am I ready for school?



## Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

### Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

### Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

### Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

### Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

### Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

### Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

### Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

### Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

### Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

### Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

### Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

### Routines













- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days



# BACKYARD SCAVENGER HUNT

primary playground



-  Find 3 kinds of leaves..
-  Find something yellow.
-  Name a bug that is red.
-  Find 2 sticks.
-  Find something that smells good.
-  Name something you see in the sky.
-  Find something that is round.
-  Find something that grows that is green.
-  Find a bird.
-  Find 3 different colored rocks.
-  Find something purple.
-  Find a bug.





# Resilience Alphabet

Martha Simpson

Illustrated by Phil Wong

Aa



Adapt

Bb



Balance

Cc



Choice

Dd



Downtime

Ee



Exercise

Ff



Fun

Gg



Gratitude

Hh



Hope

Ii



Intention

Jj



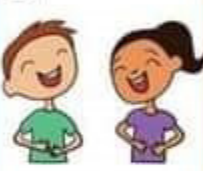
Journal

Kk



Kind

Ll



Laughter

Mm



Move

Nn



'No' Thank You

Oo



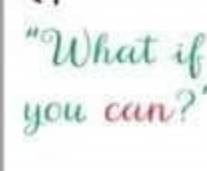
Open

Pp



Problem Solving

Qq



Question

Rr



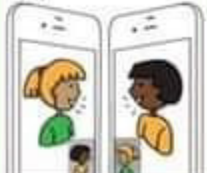
Remember

Ss



Senses

Tt



Talk

Uu



Uncertain

Vv



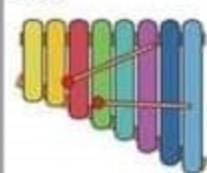
Vulnerable

Ww



Wish

Xx



Xylophone

Yy



You

Zz



Zebra

# DIY Lava Lamps

## You will need:

- Vegetable/sunflower oil
- Vinegar
- Food colouring
- Bicarbonate of soda
- Tall glass or bottle
- Spoon
- Small cup



1. Add three spoons of bicarbonate of soda into the tall glass or bottle.
2. Fill two thirds of the container with oil – but don't mix!
3. In the small cup, add some vinegar and several drops of food colouring.
4. Slowly add drops of your coloured vinegar into your oil/bicarb mixture and watch your lava lamp come to life!

Why not try adding different colours to your lava lamp?

## THE SCIENCE

Oil and vinegar do not have the same density (how heavy something is for its size). Vinegar is more dense than this type of oil - that's why it sinks to the bottom of the container.

Once the vinegar touches the bottom of the container, it reacts with the bicarb.

This chemical reaction creates bubbling carbon dioxide which rises – these are the bubbles you see within the container.



# I Spy

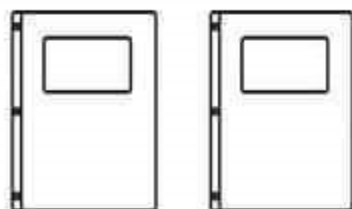


Name: \_\_\_\_\_

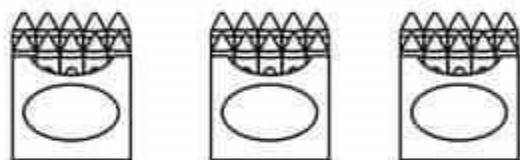
# How Many?



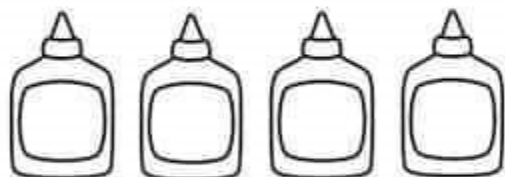
Directions: Trace the number to match how many.



1 2 3



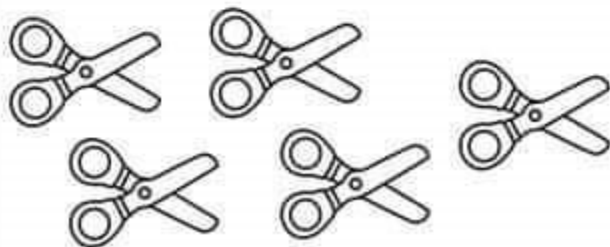
3 4 2



5 3 4



2 1 3



3 4 5



Name \_\_\_\_\_

--	--	--	--	--

I can order  
numbers to 5.



3

1

4

2

5

Cut out the numbers. Glue the numbers in  
order in the boxes above.





6	4	3
---	---	---



8	6	7
---	---	---



5	4	9
---	---	---



10	9	8
----	---	---



3	2	8
---	---	---



9	3	6
---	---	---



8	10	6
---	----	---



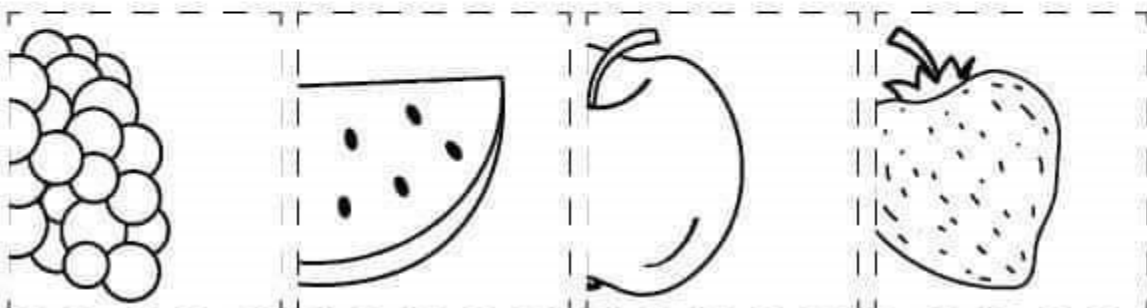
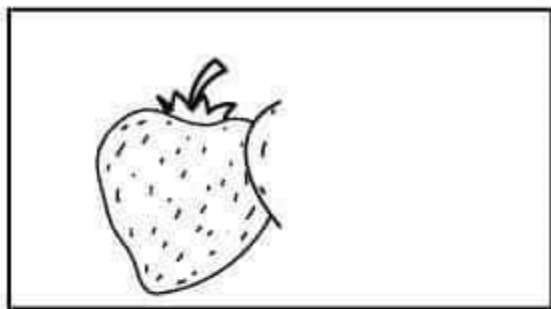
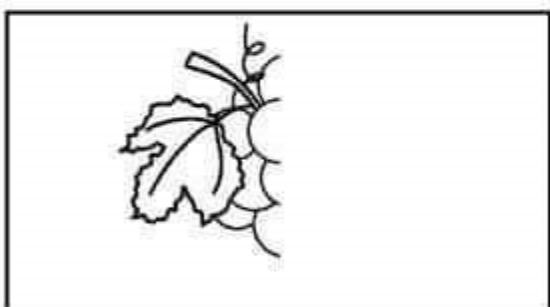
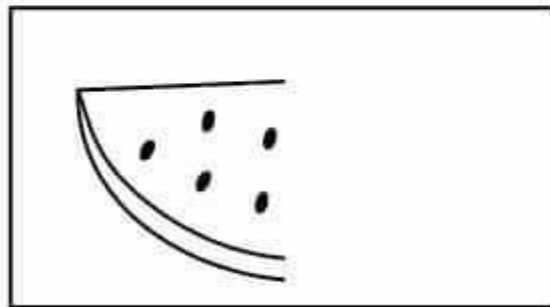
11	10	9
----	----	---



2	1	3
---	---	---

# Cut & Paste Fruits

Find, match and paste the pictures together.





Name \_\_\_\_\_

# How Many Butterflies?

Count the pictures and circle the number.



2   3   4



2   3   4



7   8   9



2   3   4



8   9   10



6   7   8



3   4   5



6   7   8



7   8   9



Name \_\_\_\_\_

# The Long Walk

Two penguins are going  
for a walk. They put on  
their hats and boots.  
They put on their mittens  
They go out onto the ice.

Draw it.

They walk by a house.  
They walk by a bus. They  
walk by a store. They  
have a lot of fun. Then  
they go home.

Draw it.

How many penguins went for a walk?

One

Two

Four

Where did they go last?

A Bus

A Store

Home

Count the stars on each balloon.  
Match with the correct number.



6



4



5



2



3

## ☛☐Kingswellies Class of 2020🎓✍

Here are some suggestions to help prepare your child for starting school in August. Unfortunately the usual transition process might not be in place this year for our children going off to Primary 1. I thought this might be helpful just now given some people have more time on their hands!

Fingers crossed we are back to give them a send off they all deserve at our nursery graduation!!

★ Do they recognise their own name? If not make a sign together for their room and where they hang their jacket at home so that they are used to seeing it.

★ If you are going to teach them to write their name please only teach the first letter as a capital- if they learn their whole name in capitals it then takes time for them to unlearn it.

★ Remember school is different from when you went, they will unlikely have their own desk but they will be very used to the set up as it's similar to Nursery.

★ Label EVERYTHING! I even label the top of Tupperware and the bottom in case my son loses just one part!

★ Encourage them to open their own snacks so that they are able to do it at playtime and lunchtime.

★ Velcro shoes are best!

★ Don't share your concerns with them and don't talk about how they are your baby and they aren't ready! They are taking their lead from you!

★ Can they put on their own jacket and zip it up? If not, start encouraging that!

★ Can they use the toilet independently and wash and dry their hands independently? Now is the time to work on this.

★ When you find out their gym days it's best not to put them in shirt and tie on these days.

★ In Scotland all P1s-P3's get a free lunch - when you get a menu pop it somewhere in the house and let them know what the choices are each day and decide what they will have together. (I keep ours on the fridge)

★ This year is unique as there hasn't been visits to school etc but remember that all the children are in the same position!

★ P1 teachers are angels in disguise, I promise you can trust them with your baby! ☐

<https://busytoddler.com/category/activities/inside-play/>

[https://www.dropbox.com/s/lah0839fo5vbdnb/free\\_Number%20Review%2011-20.pdf?dl=0](https://www.dropbox.com/s/lah0839fo5vbdnb/free_Number%20Review%2011-20.pdf?dl=0)

<https://www.learning4kids.net/category/over-5-years/>

<https://www.learning4kids.net/4-years-5-years/>

<https://home.oxfordowl.co.uk/kids-activities/learning-activities-age-5/>

<https://www.twinkl.co.uk/resource/cfe-t-c-005-Visual-Timetable-Nursery-FS2>