

Managing transitions and change

'To feel emotionally safe, they need to be able to predict how the adults around them will behave'

Many children find transitions difficult within routines and changes in settings, this can effect behaviour and their wellbeing.



What does the EYFS Curriculum Expect?

The EYFS Curriculum for Personal, Social and Emotional is broken down into three areas:

- Self regulation
- Managing Self
- Building Relationships



What does the EYFS Curriculum Expect from 2-3 year olds?

2-3 Years	 Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when". Safely explore emotions beyond their normal range through play and stories. 	2-3 Years	 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	
	Be increasingly able to talk about and manage their emotions.		Feel strong enough to express a range of emotions.	
	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they		 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums 	
	the strong impulse to grab what they want or push their way to the front.		I	

2-3 Years

· Develop friendships with other children.

 Play with increasing confidence on their own and with other children because they know their key person is nearby and available.



3-4 year olds?

3-4 Years	Talk about their feelings using words	3-4 Years	Develop appropriate ways of being	2.41/	
	like 'happy', 'sad', 'angry' or 'worried'	3-4 fedis	assertive.	3-4 Years	Begin to understand how others might be feeling.
			Increasingly follow rules, understanding why they are important.		
			Do not always need an adult to remind them of a rule.		Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the
	Talk with others to solve conflicts.		Become more outgoing with unfamiliar people, in the safe context of their setting.		game, and suggesting other ideas.
	Feel confident when taken out around local neighbourhood and enjoy explored new places with their key person.		Show more confidence in new social situations	1	Play with one or more other children, extending and elaborating play ideas.
		51111 <u>6</u>			Develop their sense of responsibility and membership of a community.
			Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested		*

to them.

4-5 year olds?

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Reception	Identify and moderate their own feelings socially and emotionally.	
	Show resilience and perseverance in the face of challenge.	

Reception	See themselves as a valuable individual. Manage their own needs.
	Manage own basic hygiene.
	Dress and undress independently.
	Identifying when they do and don't need help

Express their feelings and consider the Reception feelings of others. Build constructive and respectful relationships. · Think about the perspectives of others.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.





Transition days and settling in sessions- Little Acorns

New to Little Acorns Parent/Carer Induction Talk

Date: Thursday, 29th June

Time: 6.30-7.30pm

Location: Green Ridge Primary Academy

Little Acorns Start Date (for those who were Little Berries)

Date: Wednesday, 6th September

Time: Normal hours apply

Location: Nursery main entrance



Transition and settling in-Little Acorns

- Throughout the last few weeks of term, the children in Little Berries will get to spend some time in the Acorns room and with other adults to familiarise themselves ready for September.
- They will not have any official settling in sessions in September as they are already very settled in nursery and will the school.



Transition days and settling in sessions-Reception

- Wednesday 21st June- All children 3.30pm-4.30pm
 - For this session, to aid transition, we ask that all parents/carers leave the school site after they drop their child, and then return to collect them from the Reception gate at the end of the session.
- Wednesday 28th June- All children 3.30pm-4.30pm
 - For this session, to aid transition, we ask that all parents/carers drop their child at the gate and leave the school site, and then return to collect them from the Reception gate at the end of the session. Having all the children in will enable them all to meet one another, and for us to make informed decisions about class arrangements for the transition morning the following week.

Teachers will take Little Acorns round to YR after school for these sessions.

Please note that classes, teachers and house groups will be confirmed via email following this session but prior to the final transition morning.

• Whole School transition morning Tuesday 4th July- 9.30am-11.30am.



Transition and settling in-Reception

- Throughout the last few weeks of term, the children who will benefit from more transition support will go and visit their new classroom and key staff once they have been decided.
- Social stories may be used to help the children prepare for their move to Year 1.



Transition days and settling in sessions- Year 1

Whole school transition morning

Date: Tuesday, 4th July

Time: 9am-12pm



Transition and settling in- Year 1

- Throughout the last few weeks of term, the children who will benefit from more transition support will go and visit their new classroom and key staff once they have been decided.
- They will spend several sessions with their new class once these have been agreed.
- Social stories may be used to help the children prepare for their move to Year 1.



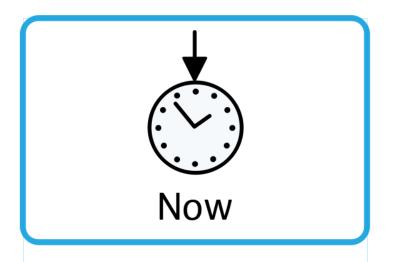


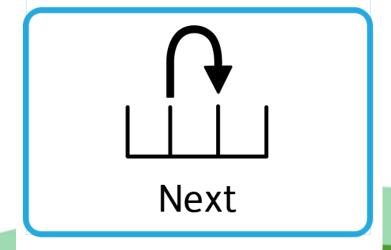
Tools to help general transition:

- Countdown to a transition, reminders before a transition. This means the children feel more in control if they know what is going to happen.
- Sharing Tapestry and the resources with parents. Over the summer class teachers will share pictures of the classroom and the staff who will be working with your child.
- Visual timetables, it uses symbols or pictures that can be used in sequence so your child can see what is coming next in the day.
- Now and Next boards.
- Individual warnings if we know children struggle with transitions.
- Routines that stay the same and are consistent.



Resources to support transition:





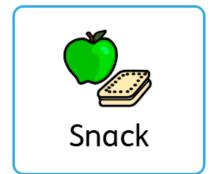














How can you support children with change?

- Use of social stories.
- Meeting and becoming familiar with staff at the setting
- Take time and give attention
- Create routines to help your child
- Tell your child what will happen, 'first I will drop you off then your brother and then I will collect you later.'
- Give time warnings so they don't feel rushed.



How can you support children with change?

- Have consistent routines at bedtime and mealtimes.
- Ensure you share all important information which will be useful or very important to aid their settling in, i.e SEN paperwork or care plans.
- Make sure you ask as many questions as you need to.
- In the summer holidays try to keep to a routine as much as you can as a big change in routine could cause tantrums and behavior changes.
- Plan activities together so the children know what except when and if plans need to change try to warn them with as much notice as you can.



Resources to support transition:

