

# Suggestions for a successful Kinder to Prep transition:

Previously discussed items that would assist Primary Schools:

- EYE Program Areas
- Develop Fine motor skills – in the area of pencil grip, cutting, tracing and learning to write their names
- Develop Gross motor skills – opening and closing doors, walking up and down stairs, carrying and holding items, PMP based activities.
- Develop some Personal Learning skills
  - o Sitting still
  - o Putting their hands up
  - o Turn taking
  - o Listening to others
  - o Not interrupting, tapping or calling out from across the room.
- Provide some compulsory activities that are structured.
- Develop eating skills.
  - o Practise opening and closing containers and drink bottles.
  - o Practise using a range of eating utensils.
  - o
- Develop great hygiene habits and cleaning after themselves.
- Learn how to identify their own names.
- Encourage the children to speak in full sentences using basic manners.

For parents this is what we encourage:

How can I prepare my child for school?

- Talk to your child using whole sentences.
- Encourage them to respond in whole sentences and with correct grammar.
- Share books together and read to your child every day.
- Encourage your child to recognise and write their name.
- Play games together including, memory games, eye spy, and alphabet and number games.
- Encourage independence. Let them help make their lunch, dress themselves, pack their school bag and tie shoelaces.
- Allow time to play with play dough, experience cutting, drawing, picking up and sorting objects, counting items and developing their fine motor skills.
- Play ball games, skip, hop, run, jump, climb, catch and throw a ball.
- Talk about starting school and making new friends.

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This is what we are working towards achieving

End of Foundation Standards AusVEL Expectations:

<http://ausvels.vcaa.vic.edu.au/>

## The Arts

As students work towards the achievement of Foundation Level standards in the Arts, they make performing and visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world. With guidance, they make arts works in traditional and contemporary (including digital) arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions. Students' natural tendency to discover possibilities and limitations is encouraged through exploring different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use a range of mark making tools to explore as many ways as possible to apply wet and dry media
- in Dance (after the safe dance practice of a warm up for the body), communicate the idea of a leaf in the wind by using movements to shift body weight in different ways
- in Drama, communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language
- in Media, make and record sound effects to accompany a story book they have created
- in Music, use body percussion, found and made percussion instruments and their voices to create a soundscape about changes in the weather.

As part of their arts making, students talk about ways in which the Arts are part of their personal experience, as well as cultural and social events in their community. They discuss and express opinions about arts ideas they are exploring and works they are creating and, with guidance, begin to use arts language to describe features of their own and others' arts works. They learn about ways of making personal responses to arts works based on sensory perception, and consider ways that they and others can be both makers and audience.

## English

### **Reading and viewing**

By the end of the Foundation level, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.

### **Writing**

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

### **Speaking and Listening**

They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

## Health and Physical Education

As students work towards the achievement of Foundation standards in the *Movement and physical activity* dimension, they engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. Through a range of activities, such as dance, gymnastics and games, students progressively gain control of their movements in personal and general space, while stationary and moving. They practise a range of movement patterns in aquatic environments such as: wade-in entry to and exit from shallow water; float with a buoyancy aid; perform a basic leg kicking action with a buoyancy aid; recovery from an unaided face down float; glide to a standing position; and be rescued with a rope or stick. They explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed. They respond to movement stimuli such as rhythm, beat, music and words.

They regularly engage in activities described as moderate to vigorous, such as brisk walking or running, active play, swimming, dance, sports and games, which increase student breathing and sweating.

Students begin to develop a movement vocabulary, including movement words, ways of describing the physical responses of their bodies to movement and the feelings associated with participation in physical activity; for example, *hot, tired, sweaty, puffed, excited, scared* and *happy*.

They learn simple rules and procedures for safe movement, and how to follow instructions. They begin to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.

As students work towards the achievement of Level 4 standards in the *Health knowledge and promotion* dimension, they explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. They discuss physical changes as people grow and develop, and describe how their own bodies have changed over time. Students explore their emotions and identify the different ways in which people express and respond to emotions. Students start identifying new things they can do and the responsibilities associated with these. They begin to learn about the development of personal identity.

Students learn to identify those environments where they feel confident and those where they may be afraid or concerned for their safety. They practise how to respond to situations that make them feel unsafe, and learn about who can help them. They learn about local signs and symbols related to safety (for example, traffic signs or symbols on medicines) and explore possible actions to take when they feel threatened or unsafe.

Students are introduced to the basic principles of living an active and healthy life and begin to learn about the importance of eating a variety of foods. They learn about how foods differ in look, taste, feel and smell, and begin to understand how good food choices contribute to an active and healthy life.

## History

### **Personal and Family Histories**

The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

## Interpersonal Development

As students work towards the achievement of Foundation standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of contexts. They learn to play constructively together and are encouraged to develop friendships with peers.

Students learn to manage their impulses by developing habits and routines that help them to be a cooperative class member. They develop a vocabulary to describe the emotions they experience when interacting with others.

With teacher support, students begin to identify and develop the skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources. Through supported reflection on their own experiences of working with a partner, in small-group and whole-class situations, students share their thoughts on group collaboration and learn to describe and practise skills that contribute to the formation of positive relationships, and explain why these skills are desirable.

While playing games and participating in classroom activities, students practise listening to others and recording or retelling what others have said. With teacher support, they practise using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations.

Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others.

## Mathematics

### **Number and Algebra**

Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set.

### **Measurement and Geometry**

Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location.

### **Statistics and Probability**

Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.

## Personal Learning

As students work towards the achievement of Level 4 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding.

Students begin to reflect on themselves as learners, in particular on their feelings about learning, by responding to open-ended statements such as 'I'm proud of this because ...', and using visual aids that illustrate their responses to learning, such as happy and unhappy faces. They also reflect on their own learning by responding to prompts such as, 'What do you know now that you didn't know before?'

Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.

Students begin to take initiative as learners by asking questions when needed and attempting small projects. They begin to solve problems and complete work using their initiative as a first step and asking for teacher assistance as required. With support, students learn to manage their time and resources to complete short tasks.

## Science

By the end of the Foundation level, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and record observations of familiar objects and events.