

Review and evaluate the long term learning goals to identify and plan for any outstanding areas, do this in conjunction with the transition programme. During your transition programme try to revisit as many themes and topics that are relevant to preparing to 'move on'

Transition (moving on)	Theme and topic planner	Period: Meitheamh
Children will have opportunities to express, discuss, explore and investigate the following themes and topics;		
<b>Mé Féin</b>	<p><b>Self awareness:</b> my name, my age, my home address, my family Who will be taking me to school?</p> <p><b>Relationships:</b> my friends in the Naíscoil, friends that I play with at home, new friends that I will make at school</p> <p><b>Feelings:</b> feelings associated with change (leaving the Naíscoil, leaving friends and teachers, moving on to new school, new surroundings and noise levels )</p>	
<b>Éadaí</b>	<p><b>New clothes:</b> change in school uniform and different items needed for school i.e. school bag, pencil case, lunch box</p> <p><b>Seasonal clothing:</b> clothes for the warmer weather and care in the sun (hat, sun cream and intake of fluids)</p>	
<b>Daoine</b>	<p><b>People who help us:</b> the principal, teacher, classroom assistant, caretaker, mini-bus or taxi driver, the lolly-pop-person, canteen supervisor, playground supervisor</p> <p><b>New experiences at school:</b> larger crowds (in classroom, canteen and playground), the different sizes and ages of children at and personal safety (PANTS rule)</p>	
<b>Bia</b>	<p><b>New surroundings and sounds:</b> in the canteen, lunch room, playground and classroom, breakfast club, afterschool club</p> <p><b>New experiences:</b> different foods (they like/dislike), hot and cold meals, packed lunches and school meals (menu options)</p>	
<b>Taisteal</b>	<p><b>School journey:</b> how will I travel to school i.e. in a mini-bus, by taxi/car, walking with a family member/carer</p> <p><b>Road safety:</b> busy roads, heavy traffic, fast moving vehicles, stationary vehicles, crossing safely, awareness of hazards, types of crossings and who will help me cross</p> <p><b>Holidays and day trips:</b> planes, trains, boats and buses</p>	
<b>Tús Úr</b>	<p><b>Morning routine:</b> personal needs (uniform, school bag, lunch box, water bottle), drop off, breakfast club, lining up,</p> <p><b>School routine:</b> school bell, starting school day, assembly, break time (playground), lunch time (canteen, lunch room and playground), end of school day, collection routine, afterschool activities/ club</p>	
<b>Recall</b>	<p><b>Recall:</b> children's first days at the Naíscoil, happiest days, sad days, their favourite activities, stories, songs and rhymes, outings, visitors to the Naíscoil, the events that took place in the Naíscoil during the year</p>	

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Specific planned activities to deliver transition themes and topics		
<b>Mé Féin</b>	Wall display of a boy/girl, friends, family and naíscóil A variety of representations depicting themselves, friends, family, naiscoil and school (2D & 3D art) Circle time, stories, props and visual aids to be used to discuss feelings.	
<b>Eadaí</b>	Display of different uniforms, role play and dressing in different uniforms Beach scene, beach play and clothing in the sun.	
<b>Daoine</b>	Wall display of the school, school yard and road in front of school, photographs of principal and key staff, photographic booklet Visits from teacher and joint activities with rang a haon (where possible) Uniforms of people who help us (mentioned in planner) role play opportunities Created an authentic display that will reflect larger groups in everyday school life	
<b>Bia</b>	Wall display of a healthy and unhealthy lunch boxes Making healthy choices Set 'sos' up as a canteen, using canteen items (allow all children to sit together for sos) Sample menus and taster sessions Role play opportunities Sample visuals and sounds of busy canteen/lunch environment Visit to canteen/ lunch room	
<b>Taisteal</b>	This will be part of the main wall display. Road safety , zebra crossing, traffic lights, lolly pop person and fast moving vehicles (large junk art) Discussion during circle time on how we travel to school (visit from bus driver or to bus station), map play (small world) Travel agents (role play with authentic resources) and globe (where are we, where are we going?) Exploring sounds (passing traffic)	
<b>Tús Úr</b>	Exploring sounds, school bell, school yard, canteen/lunch room, classroom Use of visuals; new routine and rules, photos of key places in schools (toilets, where to hang bag and coat, main entrance, lining up) Tour of the school (where possible)	
<b>Recall</b>	Scrap-books, wall displays, photographs, stories, song and rhyme Circle time, questionnaire (feedback on children's and parent's views and ideas)	

Evidence collated from throughout preschool year should be presented to the child and parents at the end of the year to help make the transition to school a little easier i.e. Their first day, participating in group activities for the first time, at outings and events, work they have done, efforts /creations they have made, interactions with other children, friends and staff members.