



Transition into School

Transition Project : Summer Term 2025-Childminders

A city of growth and opportunity, where everyone thrives

Welcome!

Southampton Early Years Advisory Teacher/Area SENDCo Team



Liz Smith

Liz.Smith@southampton.gov.uk
07958 063 346



Rachel Booth

Rachel.Booth@southampton.gov.uk
07961 971 968



Rebecca Riley

Rebecca.Riley@southampton.gov.uk
07425 713 505



Early Years
& Childcare
Southampton



Sam Coote

Sam.Coote@southampton.gov.uk
07917 559 557



Sally Griggs

Technical Support Officer
Sally.Griggs@southampton.gov.uk
07778 427 580 / 02380 363 309

Keep up to date with information and training opportunities from the Southampton Early Years Advisory Teachers/
Area SENDCos by liking and following us on Facebook: [Southampton Early Years Advisory Teachers - Facebook](#)



Virtual Training & Meeting Etiquette

Virtual training and meetings will be with us for some time to come – here are some suggestions for making virtual connections successful for participants and host/tutor.



Looking at the screen/camera gives the impression of eye contact



Be prompt to the training/meeting, and let others know at the start if you may have to leave early



If you are not talking, please mute your microphone as background noise can be distracting



Check you can be seen and that your camera is on. Also, please be aware that your surroundings can be distracting



Please check your WiFi/settings, if possible, before the meeting



Check your audio/volume, and remember to un-mute when you are contributing



Try to avoid being distracted by other things during the meeting/training (including eating)



Please dress appropriately, as you would for the work environment



A well-lit area helps with video quality.



Try and minimise distractions, where possible

If you require any support with accessing virtual training, or have any queries, please contact the Early Years Team (sally.griggs@southampton.gov.uk)

Aims of the session:

- To review the LA expectations and principles
- To share the new 'All About Me' -A universal document for Southampton's EYs transitions
- To explore 'Southampton's Steps to Starting School'
- To share ways of supporting families with transitions
- To consider how to evaluate the effectiveness of your transition processes
- To recap Southampton's agreed core set of rhymes, books and key skills
- To plan a bridging transition project based around a new and exciting book.
- To hear updates from Family Hubs and Local Libraries to support transitions



“Effective transition is not a single event, but a process that involves children, families and practitioners working together to ensure that every child is prepared for, and supported through, the changes ahead”

Department for Education (DfE), Statutory Framework for the Early Years Foundation Stage

Resources available...

Transition pack:

- Southampton's Principles and putting these into practice
- Continuity in Learning –Self Evaluation tool
- Transition ideas
- SEND Transition meeting proforma.
- Safeguarding transfer guidance
- My one page profile –proforma and example



Principles for Transition

- The child is at the centre of the process
- Each child is recognised as a unique individual
- Parents contributions are sought and valued
- Parents understand and are supported through the process
- Practitioners use their knowledge of children to inform the transition
- Planning for transition is a continuous journey involving the child, parents, practitioners and other professionals. Transition is a process not an event
- There is a coordinated and consistent approach to transition
- Transition is everyone's responsibility



Principles into practice:

In Southampton, we expect that ...



- The child's needs will shape the transition.
- Each child will have an equitable transition experience.
- The child's views, interests and strengths will be identified and used to inform the transition process. Their thoughts, feelings and ideas will be acted upon.
- There will be ongoing opportunities for parents to share their thoughts, feelings and ideas to support their own child's transition.
- Transition pathways and processes will be shared with parents in a clear and concise manner.
- Parents will understand their role in this process.
- Practitioners will be responsible for sharing their professional knowledge of each child's background including religion, culture, home language, strengths and individual needs.
- Parents, practitioners and other professionals all contribute to the transition journey.
- All practitioners are actively involved in the process from the earliest opportunity and work together to plan the most effective transition for every child.
- Transition is well planned for each child with effective and timely sharing and seeking of information.
- Practitioners will have the knowledge, skills and confidence to meet each child's needs in their setting, through seeking support from external agencies, access additional training and ensure appropriate resources and equipment are in place to support the smooth transition of each child.
- Effectiveness of transitions are continuously reviewed and evaluated

What do you currently do to support children's transition into school?



What are the challenges?

Choose one person from your group to feedback

Transition Ideas:

- Home & setting visits to see each child
- Invite parents to Open Evenings
- Sending uniform to pre-schools
- Social stories/photo books to familiarise children with their school and the routines
- Parent coffee mornings at new school in Summer and Autumn Term
- Parent information evenings at new school
- Preschool group visits to new school with Key Workers
- Trying school dinners-Come Dine with Me evening for parents and children
- Preschool/Nursery bear that transitions with the children to school
- Bear from school visits children on home visits
- One page profile to share information
- Stay & Play/Story & Rhyme sessions in Year R
- Transition video-talk through of children's day e.g. dinner routine, morning routine, etc
- Dinner trays and playdough to practice using knife and fork
- Pre-school Snack-Using knife and fork in Summer Term
- Preschool visits to school with lunch
- Videoing stories read by new school staff and sharing with parents over Summer holidays
- Sending resources from Year R to Preschool to gain familiarity
- PE sessions in Preschool-Practise getting dressed and undressed
- Family pictures displayed in Year R role-play
- School logo and staff pictures shared with children ahead of starting school

Transition Ideas continued:

- Encouraging children to develop independence when putting on their coats/shoes and with personal self-care
- Year R /Year 1 teachers send a letter home to the child in Summer holidays saying how much they are looking forward to seeing them
- Children create 'All about me' picture/box at home to share at home visit/at school
- Children create a piece of work which is taken/given to class teacher and a display is made in new classroom
- Ensuring that you have links with local childminders, so children are not missed when sharing information with providers
- Providing a school role-play area-include school logos, uniform, bookbags, lunch trays, photos of new teacher
- Invite children and parents to events, i.e. Summer Fetes, Picnics, Sports Days, etc
- Ensuring there is an equality of transition for all children. All children should receive the same level of transition no matter what school they are attending
- Signposting parents to soft play transition events, café meet-ups, library rhyme time/story time events, etc.
- Sharing information regarding transitional objects/comforters that children may have-showing empathy and understanding for the need of these
- Valuing children's interests by allowing them to choose their own peg/tray picture-Promoting children's ownership and independence
- Providing school application evenings in the Autumn Term to support next year's parents

“For children with SEND, transitions aren’t just changes in routine-they are moments of vulnerability that require patience, planning, and partnership. With the right support, these moments become milestones of growth and belonging”



SEND Transition Meeting Proforma



Transition Meeting

Child's name:		Date of Birth:	
Setting:			
Transition to:			
Current and previous professional support (name and role)			
Date meeting			
Present at meeting			

Background/ Relevant History:

Parents views and concerns around transition:

What is important to and what is going well?
--

This is what we are working towards at the moment:
1
2
3

Next steps for

When we think about what's important for

In transition we would like to see:

- 1.
- 2.
- 3.

Summary of action agreed

Action agreed	By whom	By when	Who needs to know that the action has been carried out



Transition for children with SEND:

- **Early Planning:** Start transition discussions, planning and preparation well in advance
- **Individual Approach:** Tailor support to each child's needs
- **Communication with settings:** Share key information, resources and effective strategies
- **Familiarisation:** Arrange visits, visual aids and transition booklets/social stories
- **Multi-Agency Collaboration:** Involve professionals already supporting the child (e.g. SALT, OT, EP), i.e. hold transition meetings
- **Parental Involvement:** Involve families throughout the process, allowing parents/carers to share their concerns or insights
- **Consistency:** Ensure a joined-up approach between home, setting and school
- **Celebrate progress:** Focus on positives and celebrate small wins

Southampton's 'All About Me' Form

We are now ready to share our new 'All About Me' forms with you.

There are now two 'All About Me' forms:

1. **'Starting My Journey'**- For when a child starts a new Early Years setting
2. **Moving On** - For when a child transitions through a setting (i.e. moving up to the next room) or leaves their Early Years setting to start a new setting or to start school



Feedback from the 'All About Me' pilot:

- Nicely laid out
- Space for photo included with all the information to support other settings/schools
- Areas of learning and additional information has been added
- Easy for parents and staff to complete and understand
- More personalised document
- Provided good discussion with parents and supported the new key worker with getting to know key information about the child
- Easy to follow lay out
- Simple to collate information on it
- It is very tailored for the child and included personal knowledge of the child and what they liked, disliked and struggled with.



All About Me- 'Starting My Journey'

All About Me-Starting My Journey

My name:	Preferred name:	Date of birth:
<p>My care routines:</p> <p>Am I potty/toilet trained? Yes / No</p> <p>How I say/show I need the toilet:</p> <p>Do I have a nap in the day? Yes / No</p> <p>What time I have my nap and how long for:</p> <p>Do I have a comforter? Yes / No</p> <p>What comforter do I have:</p>	<p>Things I find tricky and how you can help me: <i>(i.e. asking for help, leaving mummy/daddy, taking turns, etc.)</i></p> <div style="border: 1px solid black; height: 150px; margin: 10px auto; width: 80%; text-align: center; color: #ccc; font-size: 24px;">Photo of me</div>	<p>My family and people who are important to me:</p> <p>What my family and I celebrate:</p> <p>My home language:</p>
<p>What I like and enjoy? <i>(e.g. toys, interests, rhymes, stories, activities)</i></p>		<p>What I dislike:</p>
<p>Gender:</p> <p>SEND: Yes / No</p> <p>Attended any other EYs setting: <i>(Including: childminders, nannies, day nurseries etc):</i></p> <p>Hours/days attending:</p> <p>2-year health check: Yes / No</p> <p>Any concerns:</p>	<p>What I am currently learning to do: <i>(put on my own coat, staying in my own bed, feeding myself, etc)</i></p>	<p>My health: <i>(any allergies or medical info)</i></p> <p>Other important information: <i>(e.g. dietary requirements, EHC, etc.)</i></p> <p>Any professionals or agencies supporting me: <i>(E.g. SALT/Social Worker/Family Hub support/Physio, etc)</i></p>

Southampton Early Years Advisory Teachers (2024)

All About Me-'Starting My Journey'

My development:

Area of Learning:	Comments
Communication and Language (Speaking- non-verbal, single words, 2-3-word sentences, etc, listening skills, and understanding)	
Personal, Social and Emotional Development (Social skills, play skills, expression of feelings, self-care skills-toileting, feeding, etc)	
Physical Development (Fine and Gross motor skills)	

What was my pregnancy and birth like? (E.g. Were there any complications or premature?)

What was my early childhood like? (I.e. Development milestones i.e. when I learnt to walk/talk, any changes within the family/home, any significant events)

Any additional information: (i.e. SEND info/behaviour/things that upset me/things that frustrate me/things I am scared of, i.e. loud noises)

☐

Any additional confidential information that needs to be shared (Tick if applies)

'All About Me'-Starting My Journey-Example

All About Me-Starting My Journey

My name: Bertie Cross

Preferred name: Bert

Date of birth: 01.12.2021

My care routines:

Am I potty/toilet trained? Yes / **No**

How I say/show I need the toilet:

Not yet showing any signs of needing the toilet

Do I have a nap in the day? **Yes** / No

What time I have my nap and how long for:

1 hour just after lunch

Do I have a comforter? **Yes** / No

What comforter do I have: A frog teddy - 'froggy'

What I like and enjoy?

I like vehicles, especially cars and trains

I enjoy being outside- running and climbing

I love listening to nursery rhymes, esp. Incy Wincy Spider

I like to visit the park with my family

I enjoy listening to stories at bedtime

Gender: Male

SEND: Yes / **No**

Attended any other EYs setting: Attended Tree Tops Nursery for 2 mornings a week

Hours/days attending: 15 hours- Mon-Fri AM

2-year health check: **Yes** / No

Any concerns: Concerns with lack of vocabulary and

Things I find tricky and how you can help me:

I find it difficult asking for help, and can often be shy

I find it hard leaving mummy and can become very upset

I find it difficult waiting my turn when playing with my sister

Sometimes my speech isn't clear and I can speak quietly

I find it hard to try new foods, especially fruit/vegetables



What I am currently learning to do: (put on my own coat, staying in my own bed, feeding myself, etc)

I am learning to drink from an open cup

I am learning to stay in my own bed all night

I am learning to try new foods

My family and people who are important to me:

Mummy, Daddy, Lyra (baby sister), Nanny, Grandad

What my family and I celebrate:

Christmas, Birthdays and Easter

What I dislike:

I do not like loud noises

I don't like being centre of attention, this makes me upset and overwhelmed

I do not like it when someone else has my 'froggy'

I do not like fruit or vegetables

My health: (any allergies or medical info)

Eczema-Cream applied at home

Other important information: (e.g. dietary requirements, EHC, etc.)

I need lots of encouragement to try new foods

Any professionals or agencies supporting me: (E.g.

SALT/Social Worker/Family Hub support/Physio, etc)

Social Worker was supporting during pregnancy and up until 6 months old-no longer involved

All About Me-Starting My Journey-Example

My development:

Area of Learning:	Comments
Communication and Language <i>(Speaking- non-verbal, single words, 2-3-word sentences, etc, listening skills, and understanding)</i>	Can say some single words, Able to point to what he wants Can understand a simple instruction Sometimes speech isn't clear and can speak quietly to unfamiliar adults Can become upset and frustrated if not understood
Personal, Social and Emotional Development <i>(Social skills, play skills, expression of feelings, self-care skills-toileting, feeding, etc)</i>	Able to feed self but very fussy eater and reluctant to try new foods Finds sharing and waiting his turn difficult Not yet toilet trained but will try and help with getting dressed Loves playing with cars and pushes them on the floor, will push a train around a train track Very attached to Mummy and finds it hard leaving her
Physical Development <i>(Fine and Gross motor skills)</i>	Loves to run and climb Will make marks on paper with a pen/paint brush

What was my pregnancy and birth like? Natural birth, bottle fed, born 2 weeks early, arrived very quickly, no complications

What was my early childhood like? Started to walk at approx. 14 months, started talking around 20 months, Mum in and out of hospital with illness for long periods of time when 6-18months old – cared for by Daddy or Nanny and Grandad during this time

Any additional information: (i.e. SEND info/behaviour/things that upset me/things that frustrate me/things I am scared of, i.e. loud noises)

Concerns around speech and only saying a limited amount of words-Communicates with babble, grunts and gestures i.e. pointing and reaching.
Scared of loud noises, i.e. smoke alarms/fire alarms-Will cry and needs reassurance
Can be very shy around unfamiliar adults
Does not like to be centre of attention and can become more shy and overwhelmed by this, especially in front of lots of people
Finds it very hard to leave Mummy and is very attached to Mummy

☐

Any additional confidential information that needs to be shared (Tick if applies)

All About Me-Moving On

All About Me-Moving On

My name:	Preferred name:	Date of birth:	Setting:
----------	-----------------	----------------	----------

Things I can do:

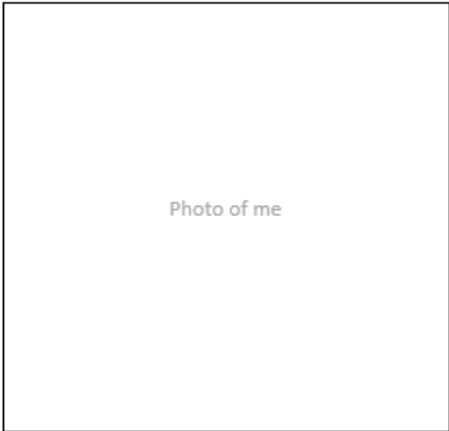
What I like and enjoy: *(e.g. toys, interests, rhymes, stories, activities)*

My family and people who are important to me:

What my family and I celebrate:

My home language:

Things I am working on:


Photo of me

What I find difficult and how to support me: *(visuals, short simple instructions, now and next board, etc.)*

Gender:

SEND: Yes / No

EYPP: Yes / No

Date started at setting:

How many hours I attend:

Attendance (%):

Any other settings attended:

What I dislike:

My health: *(any allergies or medical info)*

Other important information: *(e.g. dietary requirements, EHC, etc.)*

Any professionals or agencies supporting me:
(E.g. SALT/Social Worker/Physio, etc)

Southampton Early Years Advisory Teachers (2024)

All About Me-Moving On

My development: *(tick which applies)*

Area of Learning:	Working Towards	Expected
Communication and Language		
Personal, Social and Emotional Development		
Physical Development		
Literacy		
Mathematics		
Understanding the World		
Expressive Arts and Design		

My independence:

I can independently use the toilet Yes / No

I can put on my own shoes/socks Yes / No

I can put on my own coat Yes / No

I can feed myself Yes / No

Any additional information: *(i.e. SEND info/behaviour/things that upset me/things that frustrate me/things I am scared of, i.e. loud noises)*

☐ **Any additional confidential information that needs to be shared** *(Tick if applies)*

A drawing of me:

Characteristics of Effective Learning: *(Please comment on Playing and Exploring/Active Learning/Creating and Thinking Critically)*

Southampton Early Years Advisory Teachers (2024)

All About Me-Moving On-Example

All About Me-Moving On

My name: Annabel Turner

Preferred name: Anna

Date of birth: 19.04.20

Setting: Parkside Preschool

Things I can do:

I can express when I am happy, sad, angry, excited through my actions- i.e. flapping and bouncing when happy, jumping and running back and forth when excited, hitting/biting when angry
I can feed myself with my hands and find my water bottle from a tray of others
I can seek out a familiar adult within the setting when I am sad
I allow others to play close by on my terms

What I like and enjoy:

I like to explore things by putting them in my mouth
I like to listen to rhymes, esp. Wheels on the Bus
I like small world animals and will carry these with me
I enjoy being outside in all weathers
I like having my own space and being able to explore independently

My family and people who are important to me:

Mummy, Amy, Lexi (older sisters), Oliver and Max (younger twin brothers), Grandma and Grandpa

What my family and I celebrate:

Christmas, Easter, Birthdays

My home language:

English

Things I am working on:

To give brief eye-contact during Ready Steady Go! games
To use my chewy when I feel the need to put something in my mouth
To sign or exchange a PECs card to request at snack time
To begin to self-regulate with support when feeling overwhelmed

Gender: Female

SEND: Yes / No

EYPP: Yes / No

Date started at setting: 21.4.2021

How many hours I attend: 20 hours (2 full days and a half day)

Attendance (%): 85.5%

Any other settings attended: None



What I dislike:

I don't like cuddles, unless initiated by me
I don't like others playing with the small world animals
I don't like being told when I can't do something-this leads me to become frustrated and upset
I don't like being closely followed by an adult

What I find difficult and how to support me:

I find it difficult to wear my shoes and coat outside and need visuals to support me with this
I find it difficult to express my needs and wants- Makaton and PECs is used to support me
I find it difficult to follow routines-A Now and Next board supports me with this
I put things in my mouth and like to eat non-edibles- A chewy helps me to not do this

My health: (any allergies or medical info)

None but will eat non-edibles if not supervised

Other important information: (e.g. dietary requirements, EHC, etc.) EHCP in place, Autism diagnosis

Any professionals or agencies supporting me:

Early Help-Family Engagement Worker, SALT, Previously Portage, EYAT, GP, Community Paediatrics

Southampton Early Years Advisory Teachers (2024)

All About Me-Moving On-Example

My development: (tick which applies)

Area of Learning:	Working Towards	Expected
Communication and Language	✓	
Personal, Social and Emotional Development	✓	
Physical Development	✓	
Literacy	✓	
Mathematics	✓	
Understanding the World	✓	
Expressive Arts and Design	✓	

My independence:

I can independently use the toilet	Yes / No
I can put on my own shoes/socks	Yes / No
I can put on my own coat	Yes / No
I can feed myself	Yes / No

Any additional information:

Family of 6 live in a 3rd story flat. Eldest sister (Amy) has Autism and currently attends specialist provision, Lexi (sister) has ADHD. Mum believes she may have ADHD too

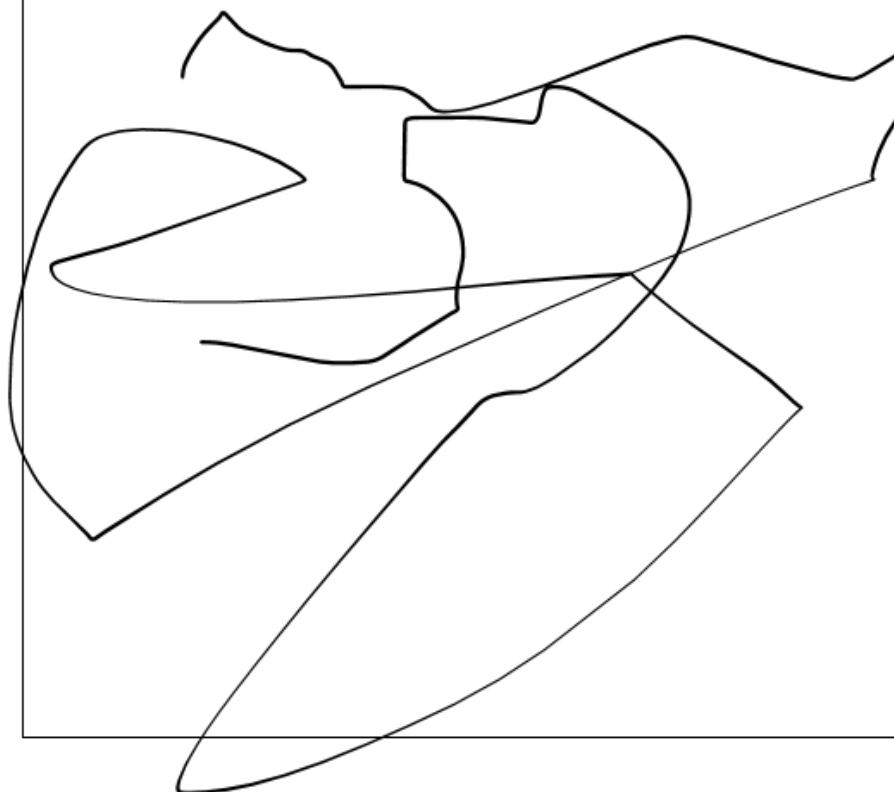
Anna will hit, pull hair and bite others and herself when overwhelmed/upset

Anna is unaware of dangers and Mum is currently having to put her in a pushchair to bring her to Nursery to keep her safe



Any additional confidential information that needs to be shared

A drawing of me:



Characteristics of Effective Learning:

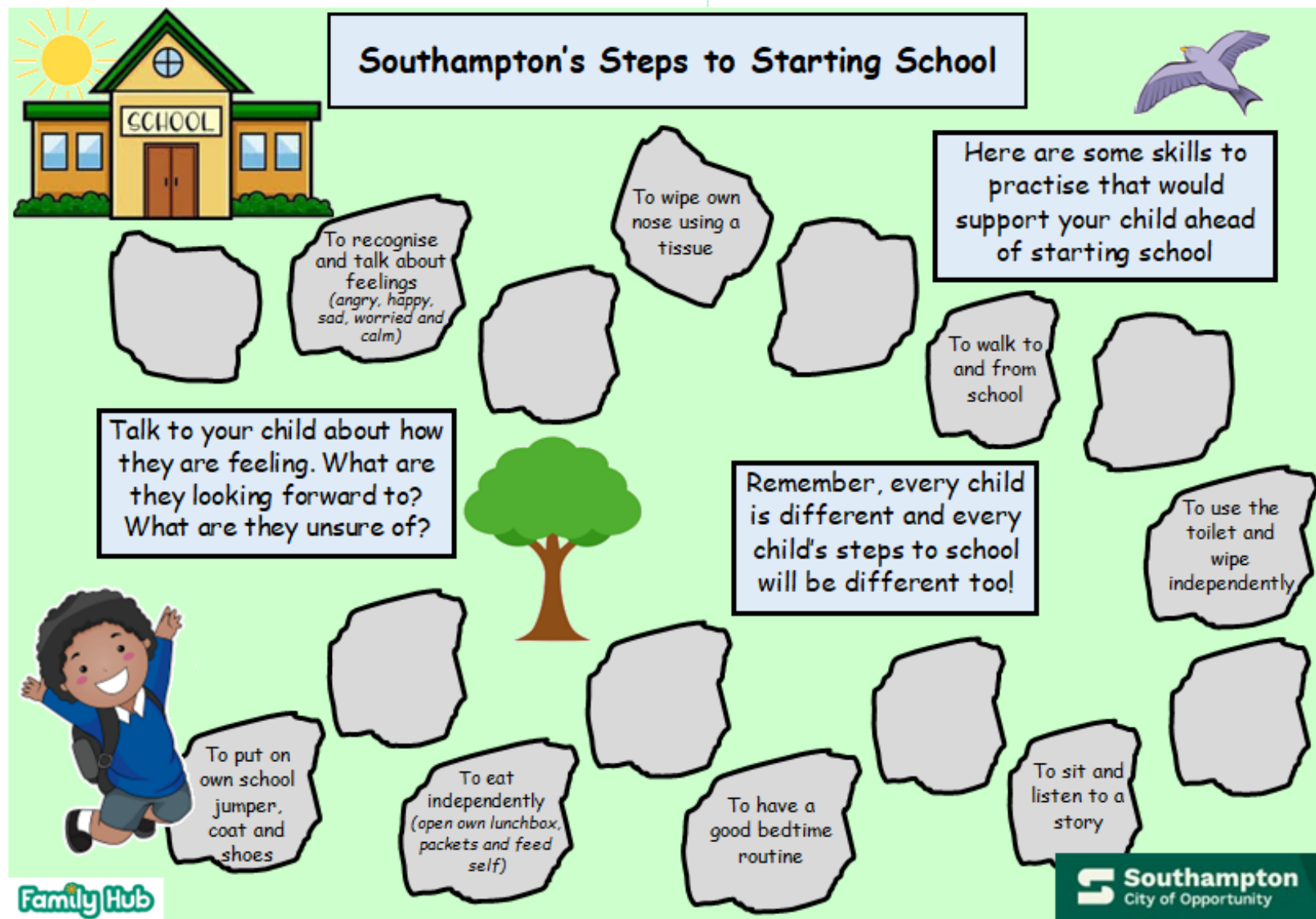
Anna is a very active. She likes to explore her environment and will explore items with her mouth. She is very determined and will become frustrated if she cannot get to what she wants. Anna shows enjoyment by flapping and bouncing.

Southampton Early Years Advisory Teachers (2024)

Completing an 'All About Me' does not replace the conversations that you should be having with settings/schools. It should be used to support these conversations.



Southampton's Steps Starting School



Southampton's Steps Starting School

Books we are sharing:

The Very Hungry Caterpillar
by Eric Carle

We're Going on a Bear Hunt
by Michael Rosen

The Colour Monster Goes to
School by Anna Llenas



Starting School:

A Guide for Parents & Carers

Starting school is a big and exciting step for your child. This leaflet offers simple ways to support them as they get ready. Nurseries, childminders, Family Hubs, libraries, and schools are all working together to help children feel confident and prepared for this new chapter.

Songs and Rhymes we are singing:

Head, Shoulders, Knees and Toes

If You're Happy and You Know It

Wind the Bobbin Up



Key Skills we are practising:

- To be able to put on own jumper/ cardigan, coat and shoes
- To be able to use the toilet and wipe independently
- To sit and listen to a story
- To eat independently (*opening packets/open lunchbox/feed self*)
- To recognise and talk about when you are feeling happy, sad, worried, angry and calm

Our Transition Project:

All children in local nurseries, with childminders or at family hubs will be exploring a special storybook through fun activities. Schools will continue this in September to help children settle in to Year R.

'All the Things You Will Do' by Lucy Rowland



Extra ways to support school readiness:

- Having a regular bedtime and morning routine
- Walking to and from school, instead of using a buggy
- Using a tissue to wipe own nose
- Playing outside and managing little risks, i.e. climbing
- Saying 'goodbye' to any dummies before school starts
- Limiting the amount of screen time each day

Supporting Families with School Transitions:

How to support children at home:

- Encourage them to visit/communicate with the school
- Talk about starting school/explore the school's website together
- Encourage parents to talk to their children about starting school and the feelings their child may be experiencing
- Get into a good routine, i.e. appropriate bedtime, getting up in the morning
- Encourage independence at every opportunity
- Practise the school-run/route to school/morning routine
- Wash any new uniform before they start school and practise getting dressed and undressed
- Introduce and practise using any new lunchboxes or water bottles before starting school
- Share the key skills, rhymes and stories with parents
- Create and share a social story for parents to share with their children



Did it work?

How do you monitor the effectiveness of your transitions?

Do you find out what could be improved for next year?

Parent
surveys

Child
interviews

Feedback
between
schools and
settings

Time for a break

TIME FOR TEA



Transition Project 2025



Recap of Southampton's agreed songs/rhymes, key texts and key skills:

	All of Southampton (West, Central and East)
Songs & Rhymes	<ol style="list-style-type: none"> 1. Head, Shoulders, Knees and Toes 2. If You're Happy and You Know It 3. Wind the Bobbin Up (<i>Last verse: Clap your hands together 1, 2, 3. Places them gently on your knees</i>)
Number Rhyme	<ol style="list-style-type: none"> 1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive
Key Texts (Books/ Stories)	<ol style="list-style-type: none"> 1. The Very Hungry Caterpillar 2. We're Going on a Bear Hunt 3. The Colour Monster Goes to School
Key Skills	<ol style="list-style-type: none"> 1. To be able to put on own jumper/cardigan, coat and shoes 2. To be able to use the toilet and wipe independently 3. To sit and listen to a story 4. To eat independently (open packets/open lunchbox/feed self) 5. To recognise and talk about when you are feeling happy, sad, worried, angry & calm

The Bridging Project




What is a 'Bridging Project'?


- *These are projects that start in the EYs setting and then continue into the Year R class.*
- *They could be based around a book, children's interests, etc*
- *Key resources may move up with the children, such as puppets or the book.*
- *The children's work also goes up with the child so it can be displayed.*

How does a 'Bridging Project' work?

Summer Term– During the last few weeks of at an EYs setting, practitioners share a book with children and provide additional experiences to immerse the children in the story.



Summer Holidays – Parents can carry on sharing this story with their children. Year R teachers/EYs practitioners can set fun home learning activities for parents to carry out at home that relate to the story



Autumn Term – Year R teachers carry on sharing the book with their new class and revisit previous learning from the EYs settings as well as providing new experiences relating to the story.

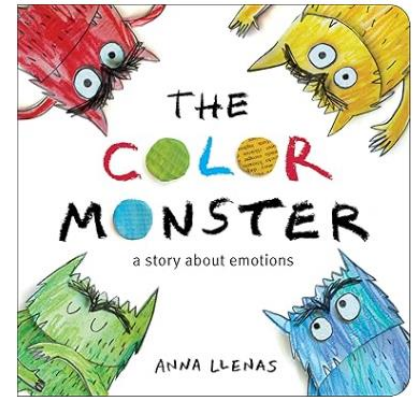
Example Bridging Project:

In preschool...

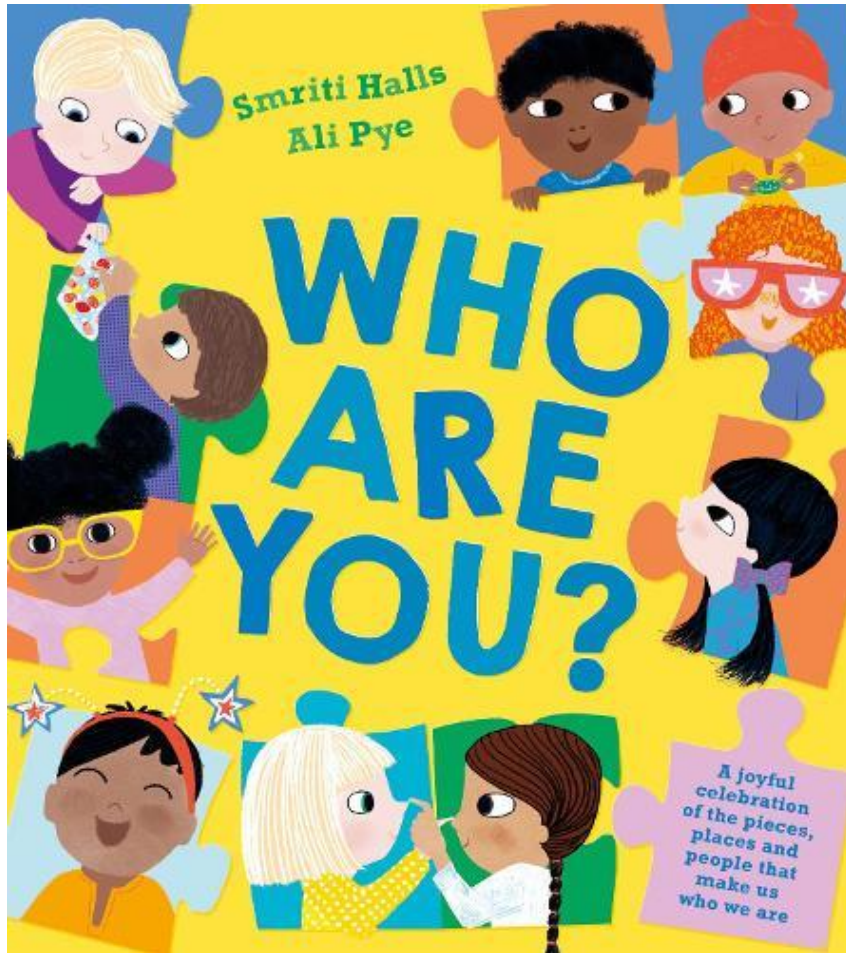
- ✓ Story is introduced to the children
- ✓ Soft toys/ puppets/story spoons provided for children to retell
- ✓ Children make masks for each emotion
- ✓ Children explore Colour Monster sensory trays
- ✓ Child create 'calm down' jars
- ✓ Each child creates their own colour monster to pass onto their new teacher

In Year R...

- ✓ Revisit the story and continue to build on emotions-using a wider vocabulary to describe
- ✓ Soft toys, puppets etc move up and on offer as part of continuous provision.
- ✓ Sensory experiences out to match those from preschool
- ✓ Display the colour monsters already completed by the children in new classroom
- ✓ Circle times to talk about feelings



Discussion-Review of last year:



What went well/not so well?

Choose one person from your group to feedback

Transition Project-2025

‘All The Things You Will Do!’

by Lucy Rowland and Neely Daggett

Remember that you're wonderful - It's great just being YOU!



Why this book?



Celebrates new beginnings, helping children feel excited about starting school

Encourages confidence and curiosity, promoting positive minds

Offers emotional reassurance, supporting children through change

Inspires creative activities, like drawing dreams or making class books

Aligns with EYFS values, promoting kindness, individuality, and effort

Promotes kindness and acceptance, the key values that help build a welcoming diverse classroom community

Sharing the book in your setting: ISF

You can use ISF to purchase the book for your setting: Shared Resources - *'Having just attended the Transition Project training we would like to purchase the book 'All The Things You Will Do!' by Lucy Rowland, to support children in their transition to school. This book will provide the children in our setting with familiarity as well as many learning opportunities ahead of starting Year R.'*



Type of application*

- ☐ For a named child
- ☒ For shared resources or training

[< Previous](#)

[Next >](#)

Planning Around a Text: Example

EYs Setting:

Key Texts:

The Colour Monster
You Choose
The Koala Who Could
All Are Welcome
Who Are You?

Songs/Rhymes:

If You're Happy and
You know It
Hello, Hello, How Are
You?
I Can Sing a Rainbow
Simple Goodbye Song

Key vocab:

Grow
You
Kind
Brave
Help
Friend

Possible activities:

- Feelings faces
- ‘All About Me’ collage
- Role Play-We’re Going on an Adventure
- Kindness Tree-Adding a leaf/flower
- Adventure Obstacle course-modelling ‘You can do it’/‘You’re so brave’
- Mirror talk time-Say something they like about themselves

Remember that you're wonderful - it's great just being YOU!



Other ideas/Events:

- Big Dreams-Dress up day-What do you want to be when you grow up?
- Transition Picnic-inviting families
- ‘All About Me’ Gallery-celebrating identity
- Time capsule-Hopes and dreams for the coming year

Year R:

Key Texts:

The Colour Monster
Goes to School
Oh, the Places You Will
Go
Ruby's Worry
Only One You

Songs/Rhymes:

This Is Me
If You're Happy and You
Know It
Hello Song

Key vocab:

Hope
Dream
Friendship
Explore
Change
Adventure

Possible activities:

- ‘Me Bag’-Show & Tell-Children bring in things that represent who they are
- Pair Portraits-Draw a friend
- Brave Moments-Circle Time
- ‘Future Me’ drawing-What do you want to do when you grow up?
- Dream Path Drawing-Draw/Write what they would like to do in the future
- Class Promise Tree-e.g. ‘I will be kind’/ ‘I will try my best’ etc.

Home Learning: Create an ‘All About Me’ picture/box to share on a home visit with new teacher, Create a ‘Feelings Jar’-pick a feeling card each day to talk about (inc. worried, proud, excited), Future Me Portrait-What they hope to be

Ideas:

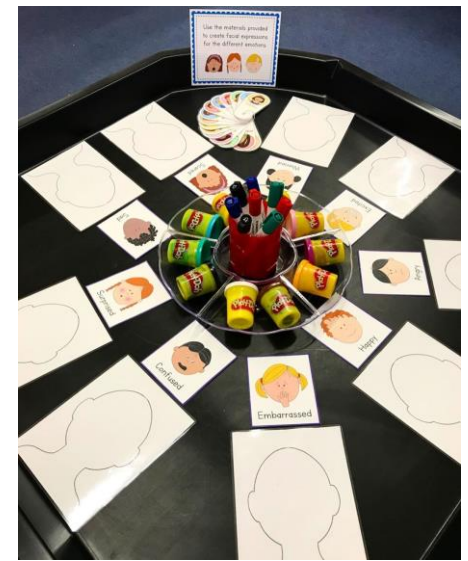


A city of growth and opportunity, where everyone thrives

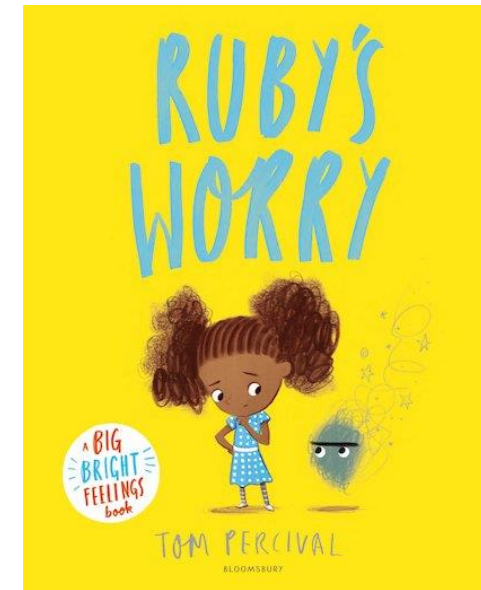
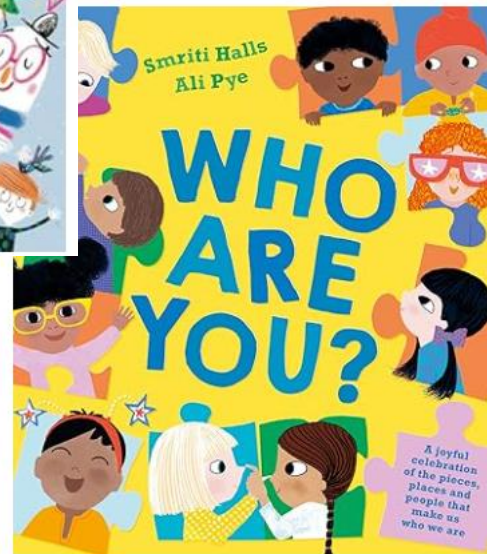
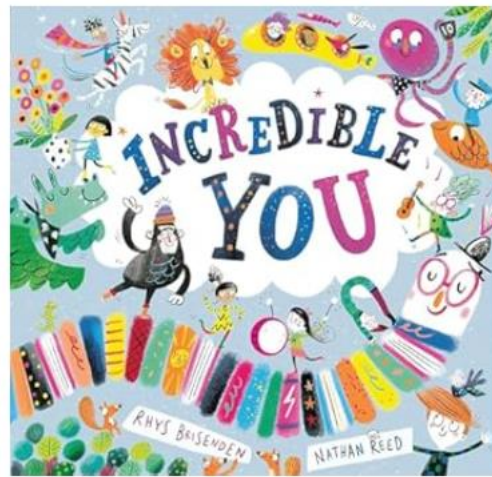
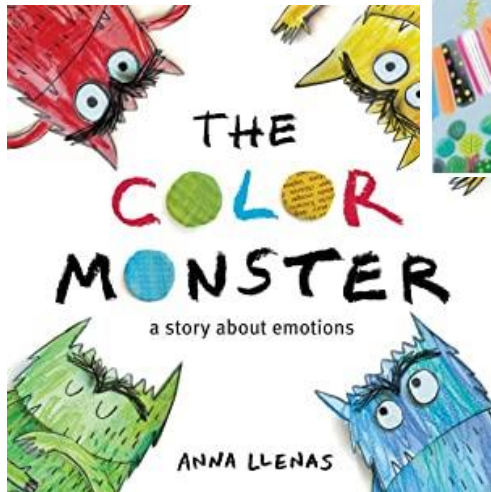
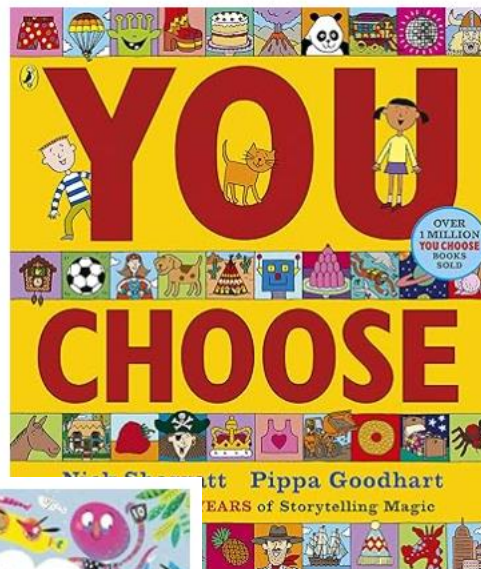
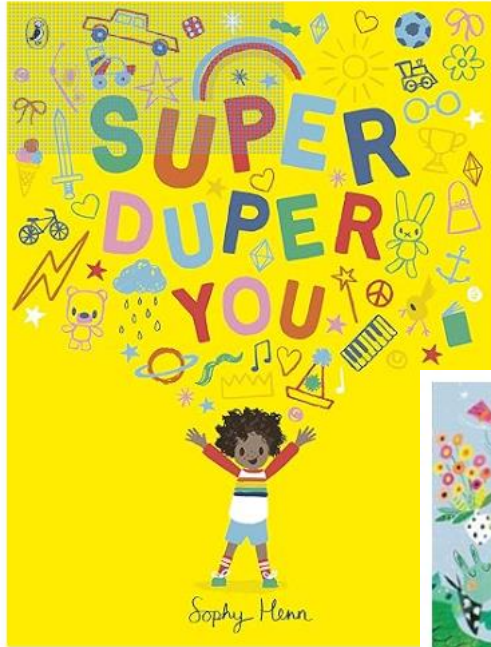
More ideas:



Even more ideas:



Even More Ideas:



Planning around the text: 'All The Things You Will Do!'

What activities could you provide within your setting to promote children's familiarity with the book ahead of starting school?

Choose one person from your group to feedback



Differentiation for SEND:

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this’ The SEND Code of Practice (2015)

Use your knowledge of the children with SEND who attend your setting to adapt and scaffold the activities on offer so they can be accessed by all children. Use children’s interests to motivate them as well as using tools (i.e. a sensory checklist) to plan activities to meet their needs.

Examples:

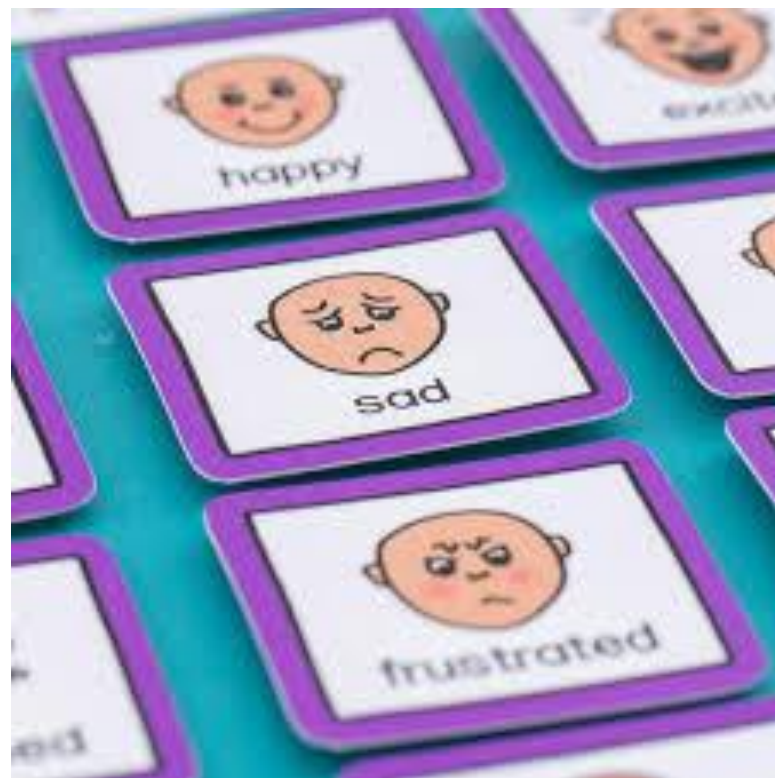
Accessible text-Focusing on one part of the text at a time

Sensory story telling sessions-Soft fabrics, calming lights, gentle sounds

Feelings chart-Using visuals to express different emotions

Social stories- “My Journey to...”- Supporting understanding of what will happen next

Transition passport-Include child’s preferences, support needs and communication styles so they can be supported effectively in new setting



Shared Transition Work: Celebrating Every Child

To ensure that every child feels **valued, welcomed, and recognised** as they begin their school journey, all early years settings will take part in a **shared piece of transition work**.

This activity has been chosen in advance to ensure consistency across all settings:

We ask that **each child creates a self-portrait**, using any media of their choice (paint, pencil, collage, digital, natural materials etc.). These portraits will be handed up to their new school and proudly displayed to:

- Provide a sense of **familiarity and belonging**
- Celebrate each child's **individuality**
- Create a **warm and inclusive environment** from the very first day



Making all settings aware

We are very aware that not all settings/schools have been able to attend the transition training. We will ensure that all the planning and activities are shared with those who could not attend.



Make sure you ask you ask your schools if they are part of this transition project to ensure continuity.

Family Hubs and Libraries

Family hubs and libraries across Southampton are keen to promote Southampton's agreed songs/rhymes and texts within your localities. They will share these with children and their families over the six weeks holidays as well as at Stay and Play, Rhyme Time and Story Time events leading up to the start of school.



Family Hub's school readiness sessions

Family sessions to support children with getting ready to start school.

There is no need to book, parents can just drop in.

WEST:

Family Hub Magpie- Tuesday 13th & 20th May 10-11:30am

Family Hub Pickles Coppice-Tuesday 10th & 17th June 1-2:30pm

CENTRAL:

Family Hub Clovelly-Tuesday 29th April & 6th May-1-2:30pm

Family Hub Honeysuckle-Monday 16th & 23rd June-1-2:30pm

EAST:

Family Hub Cutbush-Tuesday 29th April & 6th May-10-11:30am

Family Hub Blackberry-Monday 16th & 23rd June- 10-11:30am

Family Hub Seashell-Thursday 24th & 31st July-10-11:30am

Contact details for each locality:

WEST- Lucy.Ward@southampton.gov.uk

CENTRAL- Julie.Powell@southampton.gov.uk

EAST- Julie.Powell@southampton.gov.uk

A poster for Family Hub's School Readiness sessions. It features the Family Hub logo at the top, followed by the title 'School Readiness'. Below the title, it states 'Family sessions to support children with getting ready to start school.' and 'If your child needs support in any of these areas these sessions will help:'. There are six icons with corresponding text: an ear for 'Listening and understanding', a toilet for 'Going to the toilet', a plate and glass for 'Sharing and turn taking', a shirt for 'Getting dressed and undressed', a knife and fork for 'Eating using a knife and fork', and a clock for 'Keeping to a routine'. At the bottom, it includes the Facebook handle '@familyhubsouthampton' and the website 'www.soton.cc/familyhub'.

Family Hub

School Readiness

Family sessions to support children with getting ready to start school.

If your child needs support in any of these areas these sessions will help:

	Listening and understanding		Going to the toilet
	Sharing and turn taking		Getting dressed and undressed
	Eating using a knife and fork		Keeping to a routine

 @familyhubsouthampton

www.soton.cc/familyhub

Family Hub'-Support for Families

Family Hubs are keen to start working with families and children to prepare them for school as soon as possible.

If you know of any children/families who attend your setting that would benefit from some extra support with school readiness, i.e. potty training, independence skills, etc. or have any children on your setting's waiting list/upcoming YR class list who are not attending any Early Years Provision then please refer them to Family Hubs

Email the child's:

Name

Date of birth

Name of setting/school

Setting/School's locality (East, Central, West)

**lesley.weeks@southampt
on.gov.uk**



Libraries: Summer Reading Challenge 2025

The theme for the 2025 Summer Reading Challenge: Story Garden – Adventures in Nature and the Great Outdoors.

The Summer Reading Challenge encourages children to keep reading during the summer holidays and return to school ready to learn. It's **FREE** to join at local libraries or online. Children set their own reading goals and earn rewards for reading anything they enjoy

The Summer Reading Challenge is aimed at children from 4-11 years old. It supports this age group and their families by:

- Preparing children to get back to the classroom in the autumn.
- Supporting the move into a new year group or key stage.
- Boosting children's confidence and self-esteem by supporting independent reading.
- Providing free access to books and fun family activities during the summer.

Story Garden will launch on **Saturday 5 July across England and Wales and in all Southampton Libraries.**



Review of the session:

- ✓ To review the LA expectations and principles
- ✓ To share the new 'All About Me' -A universal document for Southampton's EYs transitions
- ✓ To explore 'Southampton's Steps to Starting School'
- ✓ To share ways of supporting families with transitions
- ✓ To consider how to evaluate the effectiveness of your transition processes
- ✓ To recap Southampton's agreed core set of rhymes, books and key skills
- ✓ To plan a bridging transition project based around a new and exciting book.
- ✓ To hear updates from Family Hubs and Local Libraries to support transitions





Good luck with transitions and your bridging project this year.
We look forward to hearing about how it went!

Please fill out an evaluation form 😊