

## Transition Flower Instructions

**You will need: a photo of each child, a highlighter marker and pen.**

### **1. Complete a Transition Flower for each child who will move to junior infants in September**

- a) Paste the child's photo in the centre of the flower
- b) Use the highlighter marker to show what the child can do under each heading.
- c) Write in the number of rhymes the child knows.
- d) On the petals, write in any particular areas which the child has yet to develop.
- e) Overleaf, fill in all the details e.g. the child's name.
- f) In the box, write any information which would be helpful for the junior infant teacher to know. Be specific: include any needs you have observed. Include any supports the child is receiving.

### **2. Discuss the completed Transition Flower with the child's parents**

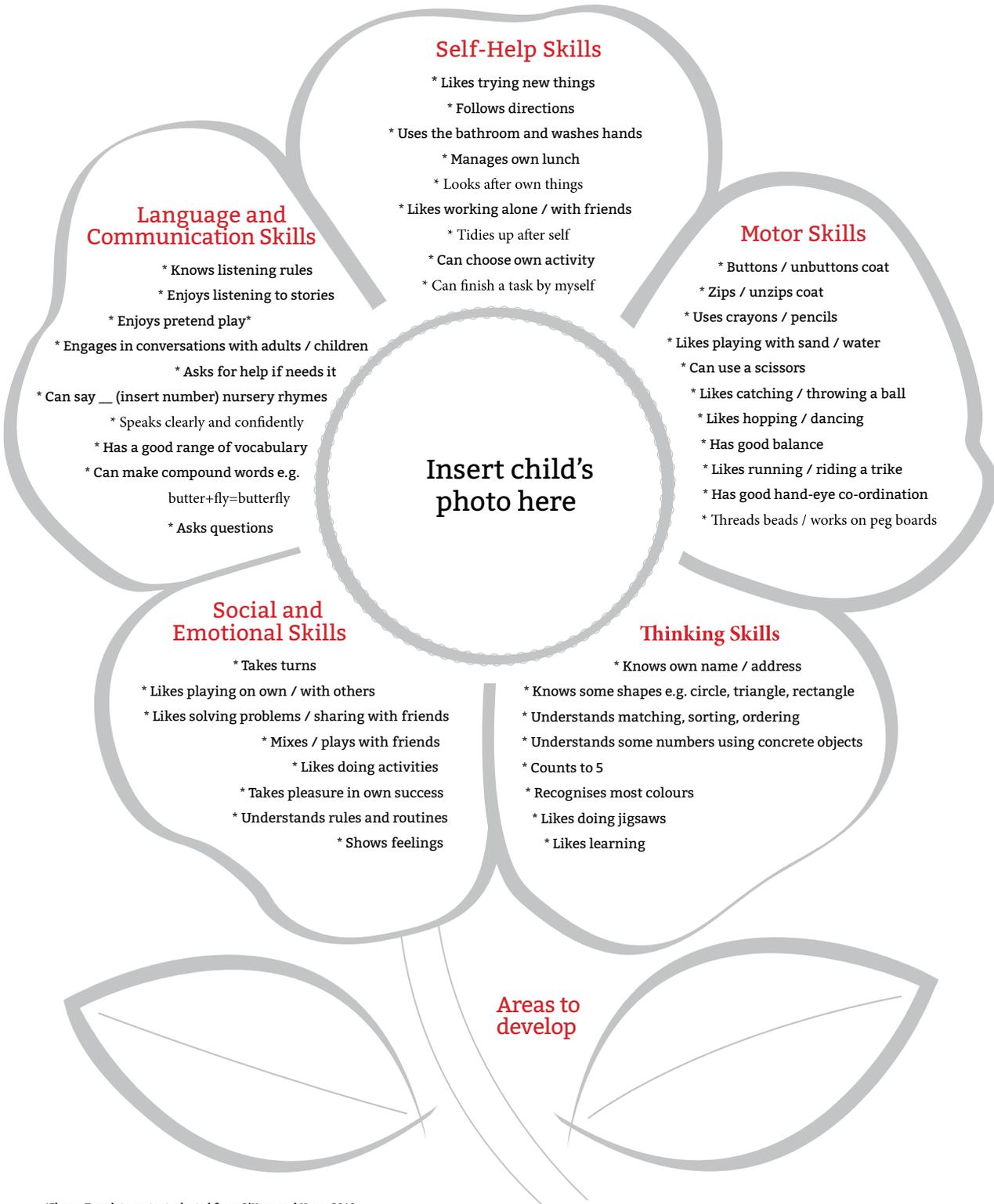
- a) Explain that the idea behind the flower is to give a snapshot of the child as they move on to Primary school. It is important that parents see this as a positive tool for sharing information.
- b) Ask the parents' consent to give a copy to the Primary school.
- c) Give the parents a copy of the final Transition Flower.

### **3. Compile the Transition Flowers**

- a) Gather all the completed Transition Flowers which have parental consent and group them according to the primary school the child will attend.
- b) Sign and include a copy of the cover letter with each mailing.
- c) Send each group of Transition Flowers to the Primary schools which the children will attend.

## My Transition Flower

*The highlighted areas show my achievements and what I like doing.*



**Self-Help Skills**

- \* Likes trying new things
- \* Follows directions
- \* Uses the bathroom and washes hands
- \* Manages own lunch
- \* Looks after own things
- \* Likes working alone / with friends
- \* Tidies up after self
- \* Can choose own activity
- \* Can finish a task by myself

**Language and Communication Skills**

- \* Knows listening rules
- \* Enjoys listening to stories
- \* Enjoys pretend play\*
- \* Engages in conversations with adults / children
- \* Asks for help if needs it
- \* Can say \_\_ (insert number) nursery rhymes
- \* Speaks clearly and confidently
- \* Has a good range of vocabulary
- \* Can make compound words e.g. butter+fly=butterfly
- \* Asks questions

**Motor Skills**

- \* Buttons / unbuttons coat
- \* Zips / unzips coat
- \* Uses crayons / pencils
- \* Likes playing with sand / water
- \* Can use a scissors
- \* Likes catching / throwing a ball
- \* Likes hopping / dancing
- \* Has good balance
- \* Likes running / riding a trike
- \* Has good hand-eye co-ordination
- \* Threads beads / works on peg boards

**Thinking Skills**

- \* Knows own name / address
- \* Knows some shapes e.g. circle, triangle, rectangle
- \* Understands matching, sorting, ordering
- \* Understands some numbers using concrete objects
- \* Counts to 5
- \* Recognises most colours
- \* Likes doing jigsaws
- \* Likes learning

**Social and Emotional Skills**

- \* Takes turns
- \* Likes playing on own / with others
- \* Likes solving problems / sharing with friends
  - \* Mixes / plays with friends
  - \* Likes doing activities
- \* Takes pleasure in own success
- \* Understands rules and routines
  - \* Shows feelings

**Areas to develop**

\*Flower Template content adapted from O'Kane and Hayes 2010





**Sample letter to accompany the Transition Flowers being sent by Pre-schools to Primary school principals.**

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

Dear Principal,

\_\_\_\_\_ (name of Preschool) has been involved in 'Happy Talk'. 'Happy Talk' is an early years project which is supporting the language skills of children in the Glen and Mayfield areas. The project also supports transitions from pre-school to junior infants.

'Happy Talk' has developed the Transition Flower to facilitate the sharing of information between our setting and the Primary school which the children will attend.

I am enclosing completed copies of the Transition Flower for the children who attended our setting and who will now attend your primary school. The child's parents have also received a copy and have given permission for a copy to be forwarded to you.

We hope that the information provided is helpful as the child settles in to junior infants.

Kindest regards,

\_\_\_\_\_  
Pre-school Manager