

# A successful transition

✱ From daycare facility to school



**Gentofte  
Kommune**

## **Dear Parent**

Your child is about to start school, which means a whole new routine. Many children and parents are excited about the transition from kindergarten to school.

A successful transition supports your child's learning, well-being and development in his/her new routine. That's why kindergartens and schools in Gentofte Kommune work closely together and with you to ensure that you and your child experience peace of mind and continuity in the transition from kindergarten to reception class – including being part of healthy networks for children.

Your child learns and develops at home, at the kindergarten and at school. Some things are learnt at home, some at kindergarten, and other things at school. Most things are best learnt with a joint approach.

That's why your role in your child's transition to school life is important. You can support your child's successful transition to school life by participating in and helping to develop the new social networks at school.

This pamphlet gives details of what daycare and schools provide and what you as a parent can do to help with a smooth transition to school life.

Kind regards

**Gentofte Kommune daycare and schools**

## **We share relevant knowledge about your child**

Based on a dialogue with you, the kindergarten writes up a transitional description with relevant details about your child. The transitional description consists of a number of questions about your child's well-being, development and learning, including whether your child has special needs or requirements. The school uses the transitional description to form a preliminary impression of your child so that the transition can be made as successful and reassuring as possible. The school also uses the transitional description to ensure continuation of any special measures to help your child. If needed, the school will set up a handover appointment to which you and the kindergarten are invited.

## **Pamphlet structure**

Kindergartens base their work on six curriculum topics described in the Danish Daycare Facilities Act. The topics are reiterated within the framework of the Primary and Lower Secondary Education Act (Folkeskoleloven) for teaching the reception class. Accordingly, this pamphlet is designed around the six curriculum topics and starts with 'All-round personal development'.

## **All-round personal development**

### **What the kindergarten does:**

- Helps the child to put thoughts, feelings and experiences into words.
- Supports the child to be self-aware, e.g. in conflicts, and to say yes and no appropriately.
- Supports the child's development of emotional maturity, e.g. postponement of personal needs, acting independently and developing empathy.

### **What the school does:**

- Helps the child to be brave and try new things that he/she hasn't yet mastered.
- Initiates play where the child is supported in practising difficult things and, at the same time, experiencing personal progress.
- Strengthens the integrity and independence of the child – to stand on his/her own two feet and gain confidence.
- Supports the child in speaking up – including when the child is at the centre of a social network.

**What you can do at home:**

- Support what your child is already able to do – express confidence in abilities and choices.
- Talk to your child about what to practise and help him/her to be brave and try things not yet mastered.
- Help your child manage his/her own feelings by putting them into words together.
- Support your child to be self-reliant, e.g. going to the toilet alone, choosing suitable clothing for the weather, packing and carrying his/her own bag.



## **Social skills**

### **What the kindergarten does:**

- Supports the child in establishing close friendships and good companionship across gender and age.
- Works to help children show generosity, tolerance and empathy in the social network.
- Practises conflict resolution and teaches children to seek help when they can't deal with problems on their own.
- Allows all children to have their say and to be seen and heard in their social network.
- Practises with the children how to make room for others too.

### **What the school does:**

- Invites children to participate in social networks and activities across gender, age and class levels – and across the children's own relationships.
- Teaches children how to participate actively in an inclusive class network.
- Helps children learn to contribute positively to the school social network.

**What you can do at home:**

- Invite different friends home and not just your child's best friend.
- Support your child in resolving conflicts and nurturing relationships.
- Help your child practise being flexible and postponing self-gratification.
- Speak sympathetically and in a caring way about other children and adults – even if the child has had unfortunate experiences with these people.



# **Linguistic development**

## **What the kindergarten does:**

- Supports the child in developing linguistic awareness, e.g.
- through reading aloud and dialogic reading, and singing and playing with rhyme and verse.
- Supports the child in developing curiosity about written language, e.g. through playing with letters and writing.

## **What the school does:**

- Works on the shapes, names and sounds of letters
- Works on the structure of language, e.g. phrases and syllables.
- Teaches children to write short texts.
- Teaches children to learn to read.
- Encourages children to play with language through rhyme and verse.
- Supports children in standing at the front of the class talking about various subjects.

## **What you can do at home:**

- Read, sing and play with your child, e.g. playing with numbers and letters, and rhyme and verse.
- Teach your child good speech habits, e.g. by letting them talk about their experiences without interruption.



## Body and movement

### What the kindergarten does:

- Talks to the children about the food we eat – about taste, smell, appearance and health.
- Teaches children about healthy food and good hand hygiene.
- Takes the children for walks and initiates motor-skills activities to stimulate senses and movement.

### What the school does:

- Creates a relaxed lunchtime setting and talks about personal taste and different food cultures.
- Introduces the children to a variety of physical activities both inside and outside school, encouraging them to participate.
- Supports various games to get them moving their bodies.



**What you can do at home:**

- Help your child get sufficient sleep at night, as this is important for well-being and learning.
- Encourage your child to adopt healthy eating habits.
- Be physically active with your child, e.g. by practising cycling skills. You could also let your child try different sports activities.
- Encourage your child's curiosity about new things – food as well as sports.



## **Nature and natural phenomena**

### **What the kindergarten does:**

- Takes the children out into nature and encourages them to find out about and take care of nature.
- Encourages the children to be curious about numeracy, e.g. by playing with numbers and doing experiments with elements of nature
- Talks about the seasons and weather phenomena.
- Introduces the children to how food comes from farm to fork, e.g. by sowing, tending and harvesting.
- Teaches children about sustainability, e.g. through educational activities about waste sorting, recycling and electricity consumption.

### **What the school does:**

- Takes the children on nature trails and encourages them to find out about and take care of nature.
- Expands children's curiosity about numeracy and teaches them about numbers, symbols and shapes.
- Talks about the seasons, weather phenomena and the rhythms of the year.
- Builds on previous work with the children about how food comes from farm to fork.
- Builds on previous work with the children about sustainability and climate, e.g. by teaching them about recycling and waste sorting.

### **What you can do at home:**

- Give your child tasks involving numeracy, such as checking how many plates, knives, forks and glasses are needed when setting the table.
- Let your child help with cooking and talk about what you eat and why.
- Let your child help sort waste and talk about why you do this.
- Go for nature walks and explore nature together. This could include woodland walks, seaside trips or a night spent under open skies.





## **Cultural expressions and values**

### **What the kindergarten does:**

- Supports the child in developing imagination, curiosity and concentration, e.g. by listening to and playing music, getting absorbed in creative processes and visiting various cultural institutions.
- Encourages imaginative play with various props, such as dressing-up clothes and construction toys.
- Reads to the children and tells them stories.
- Introduces different cultural highlights and explores the associated food cultures.

### **What the school does:**

- Listens to and talks about music, images and drama.
- Teaches art and music and encourages creativity.
- Works with creative forms of expression via digital media.
- Reads stories to the children.

### **What you can do at home:**

- Explore the world with your child, e.g. by visiting the library, browsing the Internet and watching TV together.
- Visit cultural institutions.
- Talk about the different cultures you know about and explore them together, e.g. through cooking.



## **Petra's first day at school**

**You can read with your child the story about Petra's first day at school and use it as a starting point for a chat about the transition from kindergarten to school.**

"Are you starting school today too?" Petra asks some children standing next to her. "Yes, I think we all are," says a girl. She smiles and points to all the other children standing outside the school here, with their schoolbags on their backs. "Yes, you're probably right," says Petra.

This is the first day of school, and Petra will be starting in the reception class, also known as Class 0. Petra is very excited, and she is standing in front of the school with her parents and all the other children who are also starting school today. "Do you have butterflies in your tummy?" someone asks the boy next to her, and he answers "Yes". Petra wonders if he has eaten the butterflies for breakfast. "I've got porridge in my tummy," Petra says aloud, and the adults smile and laugh.

On the way into school, there are some big children waving flags. They smile and someone gives a high five. Inside an adult says "Welcome" ... and a lot of other words that Petra can't quite understand. Something about "net" and "work"? Petra wonders what colour the net is, and how you work it.



The parents clap and take photos, and Petra and the other children walk into their classroom with the adults they've just met. The adults smile and look nice. Petra will be in a class with more than twenty other children she doesn't know yet. There are name badges on the tables so she can easily find her place and say "hello" to the children she will be sitting with. They are having fun and laughing together, and by the time they have played a name game, Petra has already learnt some of the names of the other children.

As Petra and the rest of the class eat fruit and talk about all sorts of things, she thinks of something she wants to ask the adults about, so she puts her hand up. "Can we play when we're at school too?" Petra asks. The adults say "Yes." "That's good," Petra thinks. Petra and the other children in her class do some assignments and play a fun game that she didn't know before, and suddenly her first day at school is over. "Goodbye! See you tomorrow," the adults say. Petra is already looking forward to tomorrow and is excited about what they will be doing at school.

**Stimulating questions about the transition from kindergarten to school:**

- What do you think it will be like, starting school?
- Is there something you're looking forward to?
- Is there anything you're nervous about?

## **Inspiration from Gentofte's public libraries**

If you want to read a story to your child about being new in a social setting and making friends, Gentofte's library service recommend the story *Making Friends* by Amanda McCardie. You can borrow this book and many others in both English, Danish and other languages. Ask for assistance at your local library – get started at [genbib.dk/english](http://genbib.dk/english)





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