

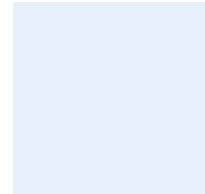
Queensland kindergarten transition statement

Lake Sundew Kindergarten

Child's name: Benson Smith

Preferred name: Ben

Date of birth: 1/01/2016



Ben as a learner

Ben is a curious and creative learner who has an interest in connecting with nature. He is motivated to build elaborate constructions and uses them to create complex imaginative stories.

Identity

Ben shows a sense of security and trust by accepting support from familiar people when required and engaging in new experiences. He demonstrates independence and perseverance by choosing preferred learning experiences and attempting familiar challenges. Ben demonstrates self-identity by sharing personal experiences and recognising achievements. Ben's 'handover' ritual at kindergarten helps him to feel calm on arrival. He has a deep interest in constructing and revisits and extends on previous work. Ben shares his thinking about his work with familiar people.

Connectedness

Ben demonstrates positive relationships by playing with others and observing fair and unfair behaviours. He shows respect for diversity by recognising differences and listening to discussions about bias. Ben is showing interest in Aboriginal and Torres Strait Islander ways of knowing and being. He shows respect for environments by independently caring for the kindergarten and taking responsibility for sustainable practices. Ben shares his project ideas with peers and likes to lead in play. He joins in Acknowledgement of Country and has learnt the name of the Traditional Custodians. Ben cares for the vegetable garden and sorts foods to add to the worm farm.

Wellbeing

Ben demonstrates autonomy by developing strategies to regulate emotions and using guided strategies to respond to challenges. He shows how to stay healthy and safe by explaining reasons for healthy choices and observing safety rules. Ben shows physical wellbeing by attempting to manipulate equipment and developing sensory awareness. Ben uses the language of the zones of regulation to express his feelings to familiar people who can help him to feel calm and safe. He prefers to use a brush or a tool when engaging in messy play.

Active learning

Ben demonstrates positive dispositions towards learning by showing curiosity and making choices about familiar projects and observing and responding to questions about a problem. He is making links to previous learning and using imagination to pretend. Ben shows confidence and

involvement in learning by hypothesising and explaining discoveries. He uses technologies for learning and communicating by engaging with technologies in play and learning experiences. With adult support, Ben enjoys engaging in simple experiments, making predictions, and testing ideas. He expresses his ideas and thinking using music and visual arts and loves imaginary play.

Communicating

Ben explores language by using age-appropriate speech patterns and listening strategies. He explores literacy by making connections between familiar texts and personal experiences. Ben is showing awareness of letter sounds and exploring words and images. He is copying letters and words. Ben explores numeracy by describing size, quantity and time. He is identifying everyday problems. Ben is identifying attributes of objects and counting in sequence. He is creating simple patterns. Ben participates in group discussions, can recognise some letters of his own name and enjoys his favourite books. He can identify most simple 2D shapes, connects numerals to numbers and demonstrates counting to 10 through games and songs.

Suggestions for continuity of learning

Ben loves plastic construction blocks, which motivate his learning. He learns best with support and reminders for ways of interacting with people. His family worked collaboratively with kindergarten staff to support his learning at home and would like his teachers at school to continue close contact.

Strategies for a successful transition to school

Kindergarten staff have established a trusting relationship to support Ben to transition to kindergarten and establish routines. None of his friends will transition with him to Westside State School so allocating a buddy would help him to settle at school and ensure positive learning experiences.

Program enrolment start date:	January 2020
Number of days enrolled:	120
Number of full days absent:	10
Kindergarten teacher's name:	Alexandra Lane
Service email:	director@lakesundewkindy.com.au
Date completed:	6 November 2020