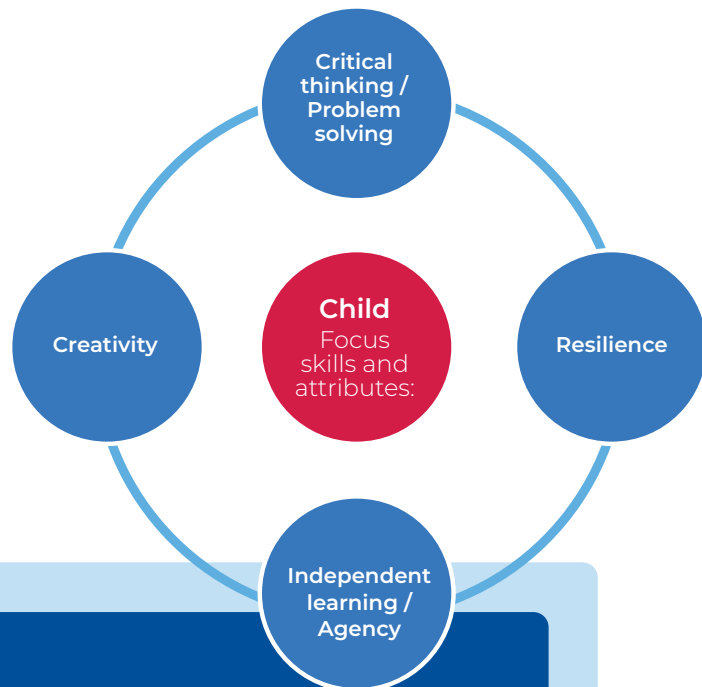


What to expect in a school day



Learning Goal

To introduce children to the different types of routines they might encounter in a normal school day and to normalise the feelings associated with spending a full day at school each day.

Learning Objectives: (What will children learn?)

- To develop the foundations of self-help skills, including hand and finger strength, control, using language, planning and sequencing.
- To introduce children to the range of emotions that may be felt as they move to their new school environment, including developing an understanding of each emotion and the language to express the emotion.
- To set the expectations of the routine associated with the school day.

Suggested Activities

Introducing the concept of a school day

Invite children to read the book 'Daisy's First Day'.

- Prompt a discussion about what children know about the school day.
- Invite them to hypothesise about what they might experience in a normal school day.
- Explore the types of questions they may have – what do they wonder about the school day?
- Research with children the answers to their questions – perhaps turning a question into an inquiry project the whole group can engage with.

Daisy's First Day



Suggested Activities

A full range of emotion

Emotions can be interweaved into a number of learning experiences.

- Set up a dramatic play area representing a school based classroom. Observe / engage in imaginative play and explore the emotions that children may experience through the use of role play.
- Invite children to draw a portrait of themselves showcasing a range of emotions – for example, happy, sad and excited. Children may wish to utilise a mirror to explore how these emotions look on their own faces.
- Regularly discuss with children the names of various emotions – for example, through the use of emotion flashcards. This will help children recognise different emotions and helps them learn the language to express the emotion.
- Set up a provocation using loose parts around expressing emotion. Provide a range of colours in the materials to assist children in representing emotion through colour, for example bright colours for happiness, reds for anger.

My first day

Invite children to document their own expectations about the school day.

- This could be compiled into a book for the room / class library for children to read and reflect on throughout the year.
- A range of media could be used to enhance the experience, such as photographs, illustrations, audio and video.

Creating a school day

Organise a 'school day' to mimic what happens at school. The day may include activities such as roleplaying, dressing up in school uniforms, using a board, and ringing a bell at morning tea, lunch and afternoon tea.

- Use this as an opportunity to connect with families and to learn about which schools children will be attending.
- Encourage children to practise dressing / wearing their school uniform.

Puppets

School uniforms

Daisy's First Day

Emotion flashcards

Mirror

Art supplies

Loose parts

Camera (video / image)

Computer

Art supplies

Daisy's First Day

School uniform or sports uniform

Hat

Shoes

Suggested Activities

Creative writing

Invite children to engage in a shared creative writing experience extending the concept of Daisy's First Day.

- What other scenarios might Daisy encounter as she continues through her school journey?
- How can these scenarios be turned into a storybook to extend the storyline of Daisy's First Day?

Paint

Pencils

Crayons

Paper

Daisy's First Day

Adventures with Daisy – the mascot

Daisy the Koala can become your class / preschool room mascot.

- Daisy the mascot can help build connections between early childhood education settings and schools.
- Daisy can accompany children on school visits or orientation.
- Daisy can spend weekends with children, using photographs to share the experiences they had together.

Stuffed koala toy
(multiple if needed)

Daisy's First Day

Links to Approved Learning Frameworks

Early Years Learning Framework:

- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation with others with care, empathy and respect.
- 2.2 Children respond to diversity with respect.
- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.
- 5.3 Children express ideas and make meaning using a range of media.