



Cymru
National Day Nurseries Association

Factsheet



Transitioning to School - Top Tips For Parents

Wales

Transition and Partnership Working Toolkit- Transitioning to School- Top Tips For Parents

Thinking about your child starting at primary school can be a scary and exciting time. Many parents worry that their child is not ready for the move to school, that they won't cope and that they will be the only child who still needs help in the bathroom, or to zip up their coat. However, these worries are completely natural, and these posters will provide you with ideas and strategies to support some of the key skills that will help your child to reach their next stage in development.

Some of the crucial skills that will support children at school are:

- Managing their toilet routines
- Sharing their worries and asking for help
- Sharing and playing with others
- Separating happily from their parents and caregivers.

While it is important to support your child's skills in the above areas, every child is different. They all develop at their own pace, learning skills at different times to one another. The move to school should be as positive, happy and stress-free as possible. Keep in mind the areas where your child may need more support, but do not let this take over your precious time together.

Further links and resources:

- Welsh government resources: Give it time: <https://bit.ly/3rFVJpo>
- ERIC: toileting resources: <https://bit.ly/3Jhr0oL>

Self-care and toilet routines

Knowing the key steps in toileting routines

- Recognise that they need the toilet
- Focus their attention, stop what they are doing and go to the toilet
- Pull down their clothing (including undoing the fastenings)
- Sit on and use the toilet
- Wipe themselves
- Flush the toilet
- Pull up their clothing (including doing up the fastenings)
- Wash their hands with soap and water
- Dry their hands.

Clothe them for success

Whilst your child is still learning to manage their fastenings and get to the toilet on time, consider buying a uniform with elasticated waists that are easy to get on and off quickly. This will also help your child to get ready for PE more easily too!

Practise, practise, practise

Give your child lots of opportunities at home to practise going to the toilet and wiping their bottom themselves. Many children find this difficult and it can take time to master this skill. Practising at home in a safe and calm environment means that you can check in with your child to see how they are managing and where they may need more support.

Try backward chaining

Using the list of steps above, encourage children to master the last step of the routine, then the second to last, and so on, until they can manage the whole routine alone. Backward chaining gives children a feeling of success as they more and more of the routine independently.

Talk to the teachers

If you are concerned about your child's toileting and care routines, talking to teaching staff means that they can provide any support that is needed. This allows the correct support to be put in place early on, rather than waiting for children to show signs of struggle in this area.

Sharing worries and asking for help

Talk to children about what worries feel like

As adults, we can feel tempted to tell children not to worry, or to fix the things in their world that cause them to worry. Children may feel that worry is unnatural and something to hide. Talk to your child about what worry feels like in their body and share how you feel when you are worried.

Accept and acknowledge how your child feels

Rather than rushing to fix children's big feelings, acknowledging them will help your child to feel heard and understood. For example I can tell you are worried about starting at school and I guess that's because it's new. It can sometimes feel hard to start new things.

Identify what helps when your child is worried

Talk to your child about what you do to feel better when you feel worried and ask them what makes them feel better when they are sad or worried. When children are worried, acknowledge and accept these worries and remind them of the things that make them feel happier.

Practise, practise, practise

As with any skill, the more children practise talking about how they feel, the more naturally this will come to your child. Role-play situations with your child where you are the teacher and they are sharing how they are feeling. Swap roles to model different ways to communicate feelings to your child.

Give them time

Understanding and sharing feelings is a big step and stage in children's development. Many adults struggle with this area. Accepting and supporting these big feelings and being curious about what is happening for your child gives them the feeling of safety to learn to manage their emotions and share them with others.

Sharing and playing with others

Talk to children about why sharing can be good

Talking to your child about the impact their good deeds have on how you feel will help them to make the link between their actions and the feelings of others. Recognise when your child shares something without being asked by saying what you see. For example: 'James you shared your snack with your sister without being asked. That's very kind'

Model sharing

Lead by example and model sharing to your child. Share with them, share with others and talk about how you feel during this sharing process. For example: 'Part of me does not want to share these biscuits, but I know I'll feel good about myself and Jemima will feel happier if I do!'

Allow children choices

When children feel like they have some control and power over their world, they are likely to feel less possessive of their things and chosen toys. At home, talk with your child about which toys they feel comfortable sharing and which they want to keep private. Allow them to remove these toys to their bedrooms or a safe place when other children come to play.

Play turn-taking games

Opportunities to practise lots of turn-taking games will help your child to gain patience and an understanding of their place within a group. When they feel competent in the skill of waiting for their turn and allowing others to be equally involved in activities, they will feel more able to share and play with and alongside others.

Use timers and reminders

For your child, a minute can feel like hours and they do not yet have a secure concept of time. Using sand timers to time their turn with a toy can give your child something concrete to hold onto that will help them to see when their turn ends or when it begins. Remind your child about their time. For example 'One minute left, then it's Benji's turn.'

Separating from parents and care givers

Explain the routine

Talk to your child about the school routine, provide them with photos that they can keep and look at where possible. Explaining each stage of the morning routine will help them to feel more comfortable with the shape of the school day. Reassure your child that you will see them at the end of the day and tell them what you will do together once they are home.

Acknowledge children's feelings

Accept and talk about children's feelings. Your child wants to be with you as you are their safe place. Explain that you feel the same and it can sometimes make you sad to be away from home and each other, but there will be lots of fun things to do at school with their friends before they come home to you.

Point out the positive

After accepting your child's feelings, point out all of the great things that they will be doing throughout the day. Remind them that they will be playing with their friends, playing with lots of different things and that you will be excited to hear all about it at the end of their adventure!

Use photo books

The more prepared children feel, the less anxious they are likely to be. Show children photos of their school during the few weeks and months before they begin. Talk to children about where you will drop them off, where they will put their things and where you will pick them up from. Photographs can help children to become familiar with the building before they start school.

Buddy up

Often children will take their lead from one another. If they see other children upset at drop off time, they are more likely to start feeling worried and upset. Try to buddy up with a confident child who your child knows from nursery. Doing drop off at the same time may help them to see that if their friend is happy to go into the classroom, then they are too. This may also provide a good distraction for your child from their separation anxiety.



National Day Nurseries Association

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Factsheet

Our factsheets are written by early years experts for the early years workforce. Most NDNA factsheets are free to our members.

NDNA is the national charity and membership association representing children's nurseries across the UK. We are a charity that believes in quality and sustainability, so we put our members' businesses at the very heart of ours.

We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

See the full range of NDNA factsheets at www.ndna.org.uk/factsheets

The information provided in this factsheet is for use by early years practitioners only. It has been written by early years experts but is not intended to be, and should not be relied upon, as a substitute for professional advice. NDNA has endeavoured to ensure the accuracy of the information presented in this factsheet. NDNA assumes no legal liability or responsibility for your interpretation or use of the information contained within it.

National Day Nurseries Association

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Pecyn Cymorth Trosglwyddo A Gweithio Mewn Partneriaeth- Trosglwyddo I'r Ysgol- Awgrymiadau Da I Rieni

Gall meddwl am eich plentyn yn cychwyn yn yr ysgol gynradd fod yn gyfnod brawychus a chyffrous. Mae llawer o rieni'n poeni nad yw eu plentyn yn barod i symud i'r ysgol, na fyddant yn ymdopi ac mai nhw fydd yr unig blentyn sydd angen help yn yr ystafell ymolchi, neu i gau ei got. Fodd bynnag, mae'r pryderon hyn yn gwbl naturiol, a bydd y posteri hyn yn rhoi syniadau a strategaethau i chi i gefnogi rhai o'r sgiliau allweddol a fydd yn helpu eich plentyn i gyrraedd y cam nesaf yn ei ddatblygiad.

Dyma rai o'r sgiliau hanfodol a fydd yn cefnogi plant yn yr ysgol:

- Rheoli eu harferion toiledu
- Rhannu eu pryderon a gofyn am help
- Rhannu a chwarae gydag eraill
- Bod yn hapus i fod arwahan i'w rhieni a gofalwyr.

Er ei bod yn bwysig cefnogi sgiliau eich plentyn yn y meysydd uchod, mae pob plentyn yn wahanol. Maent i gyd yn datblygu ar eu cyflymder eu hunain, gan ddysgu sgiliau ar wahanol adegau. Dylai symud i'r ysgol fod mor gadarnhaol, hapus a di-straen â phosibl. Cofiwch y meysydd lle gallai fod angen mwy o gymorth ar eich plentyn, ond peidiwch â gadael i hyn gymryd drosodd eich amser gwerthfawr gyda'ch gilydd.

Adnoddau a dolenni pellach:

- Adnoddau llywodraeth Cymru: Rhowch amser iddo: <https://bit.ly/3rFVJpo>
- ERIC: adnoddau toiledau: <https://bit.ly/3Jhr0oL>

Arferion hunanofal a thoiledau

Gwybod y prif gamau wrth fynd i'r toiled

- Adnabod eu bod angen mynd i'r toiled
- Canolbwyntio, sdopio be maent yn ei wneud a mynd i'r toiled
- Tynnu eu dillad i lawr (gan gynnwys botwm ayyb) t Eistedd ar a defnyddio'r toiled
- Sychu eu hunain
- Fflysio'r toiled
- Tynnu eu dillad fyny (gan gynnwys cau botymau ayyb)
- Golchi eu dwylo gyda dŵr a sebon
- Golchi eu dwylo.

Gwisgwch yn addas

Tra bod eich plentyn yn dysgu cau dillad a chyrraedd y toiled ar amser, ystyriwch brynu gwisg gyda lastig fydd yn hawdd iddynt eu tynnu a'u rhoi yn sydyn. Bydd hyn yn helpu eich plentyn baratoi ar gyfer ymarfer corff yn sydyn hefyd!

Ymarfer, ymarfer, ymarfer

Rhowch ddigon o gyfle i'ch plentyn adref i ymarfer mynd i'r toiled a sychu eu hunain. Mae llawr o blant yn cael hyn yn anodd a gall gymryd amser i feistrolï'r sgil. Mae ymarfer adref mewn amgylchedd diogel a chyfforddus olygu eich bod yn gallu gweld sut mae eich plentyn yn dod yn eu blaen a phryd mae nhw angen cefnogaeth.

Gweithio am yn ôl

Gan ddefnyddio'r camau uchod, anogwch eich plentyn i feistrolï'r cam olaf yn y drefn, yna'r olaf ond un, ayyb nes eu bod yn gallu llwyddo i gyflawni pob cam eu hunain. Mae gweithio am yn ôl yn rhoi teimlad o llwyddiant i blant fel maent yn mwy o gamau o'r drefn yn annibynnol.

Siarad gyda'r athrawon

Os ydych chi'n poeni am unrhyw agwedd o hunan ofal neu arferion toiledu eich plentyn, siaradwch gyda staff dysgu, fel eu bod yn gallu rhoi'r gefnogaeth sydd eu angen. Mae hyn yn eu galluogi i roi'r gefnogaeth iawn mewn lle yn fuan, yn hytrach na disgwyl i blentyn ddangos arwyddion eu bod yn methu.

Rhannu pryderon a gofyn am help

Siarad gyda plant am yr hyn sy'n eu poeni

Fel oedolion, rydym yn cael ein temtio i ddweud wrth blant i beidio poeni, neu i drio delio gyda unrhyw beth sy'n eu poeni. Efallai bod plant yn teimlo bod poeni yn annaturiol neu'n rhywbeth i guddio. Siaradwch gyda'ch plentyn am sut mae poeni yn teimlo iddynt yn gorfforol a rhannwch gyda nhw sut byddwch chi yn teimlo pan yn poeni.

Derbyn a chydabod sut mae eich plentyn yn deimlo

Yn hytrach na rhuthro i geisio 'trwsio' sut mae eich plentyn yn teimlo, mae cydnabod y teimladau yn mynd i helpu eich plentyn i deimlo eich bod yn gwrando ac yn ceisio deall. Er enghraifft, "gallaf ddweud dy fod yn poeni am ddechrau'n yr ysgol ac mae'n debyg am ei fod yn brofiad newydd. Mae'n gallu teimlo'n anodd i gychwyn rhwybeth newydd."

Gwybod beth sy'n helpu pan fydd eich plentyn yn poeni

Siaradwch gyda'ch plentyn am beth fyddwch chi'n ei wneud i deimlo'n well a gofyn iddynt beth sy'n gwneud iddyn nhw deimlo'n well pan maent yn drist ac yn poeni. Pan mae plant yn poeni, medrwch gydnabod a derbyn eu pryderon a'u hatgoffa o'r pethau sy'n eu gwneud yn hapusach.

Ymarfer,
ymarfer,
ymarfer

Fel gyda unrhyw sgil, y mwyaf mae plentyn yn ymarfer siarad am eu teimladau, y mwyaf naturiol y daw hyn iddynt. Ceisiwch chwarae rôl gyda'ch plentyn pan ydych chi yn chwarae athro neu athrawes ac mae nhw yn rhannu sut mae nhw yn teimlo. Newidiwch rôl wedyn er mwyn ymarfer gwahanol ffyrdd o gyfathrebu teimladau gyda'ch plentyn.

Rhowch amser iddynt

Mae deall a rhannu teimladau yn gam mawr ymlaen yn natblygiad plant. Mae llawer o oedolion yn cael hyn yn anodd. Mae derbyn a chefnogi'r teimladau mawr yma a dangos chwilfrdyedd am beth sy'n digwydd i'ch plentyn yn gwneud iddynt deimlo ei bod yn ddiogel iddynt ddysgu rheoli eu emosiynau a'u rhannu gyda eraill.

Rhannu a chwarae gydag eraill

Siarad gyda phlant am rannu

Bydd siarad â'ch plentyn am yr effaith y mae ei weithredoedd da yn ei gael ar sut rydych chi'n teimlo yn ei helpu i wneud y cysylltiad rhwng ei weithredoedd a theimladau pobl eraill. Pan fydd eich plentyn yn rhannu rhywbeth heb ofyn iddo/iddi dywedwch, er enghraifft: 'James fe wnest ti rannu dy fyrbryd gyda dy chwaer heb i neb ofyn. Mae hynny'n garedig iawn'

Modelu rhannu

Arwain drwy esiampl a modelu rhannu gyda'ch plentyn. Rhanwch gyda nhw, rhanwch gyda eraill a siaradwch am sut yr ydych yn teimlo yn ystod o broses o rannu. Er anghraifft: 'Mae rhan ohona'i ddim eisiau rhannu'r bisgedi yma, ond rydw'i yn gwybod byddaf yn teimlo'n dda amdanaf fy hun a bydd Jemima yn teimlo'n hapusach os y gwnaf hefyd!'

Rhowch ddewis i blant

Pan mae plant yn teimlo bod ganddynt reolaeth a phŵer dros eu byd, maent yn debygol o deimlo'n llai meddiannol am eu pethau a'u teganau. Siaradwch gyda'ch plentyn adref am pa deganau maent yn gyfforddus i'w rhannu a pha rai maent am gadw'n breifat. Rhowch ganiatad iddynt symud y teganau yma i'w ystafell wely neu le arall diogel pan fydd plant eraill yn dod i chwarae.

Chwarae gemau cymryd - tro

Bydd rhoi cyfle i'ch plentyn chwarae llawer o gemau cymryd tro, yn eu helpu i ddabtlygu amynedd a deall eu lle o fewn grŵp. Pan maent yn teimlo yn abl wrth aros eu tro a gadael eraill i gymryd rhan cyfartal mewn gweithgareddau, byddant yn teimlo yn fwy abl i chwarae gyda ac ochr yn ochr ag eraill.

Defnyddio amserydd ac atgoffa

Gall un munud deimlo fel oriau i'ch plentyn, ac nid oes ganddynt eto ddealltwriaeth gadarn o amser. Drwy ddefnyddio amserydd tywod wrth gymryd tro wrth chwarae gyda tegau, gall hyn roi rhywbeth i'ch plentyn cadarn i afael ynddo fydd yn eu helpu i weld pan fydd eu tro nhw yn dod i ben neu pan fydd yn cychwyn. Atgoffwch eich plentyn am yr amser. Er enghraifft, ' Un munud ar ôl, yna mae tro Benji.'

Gwahanu oddi wrth rieni a rhoddwyr gofal

Esbonio'r drefn

Siaradwch gyda'ch plentyn am y drefn ysgol, rhowch luniau iddynt ei cadw ac edrych arnynt pan yn bosibl. Bydd esbonio pob cam o'r drefn boreol yn gwneud iddynt deimlo yn fwy cyfforddus gyda siap y diwrnod ysgol. Rhowch sicrwydd i'ch plentyn y byddwch yn eu gweld ar ddiwedd y dydd a dywedwch wrthynt beth fyddwch yn ei wneud efo'ch gilydd unwaith maent adref.

Cydnabod teimladau plant

Derbyniwch a siaradwch am deimladau plant. Mae eich plentyn eisiau bod efo chi am mai chi yw eu lle diogel. Esboniwch eich bod chi yn teimlo yr un fath ac weithiau gall eich gwneud chi deimlo'n drist pan rydych i ffwrdd o adref ac oddi wrth eich gilydd, ond bydd llawer o bethau hwyliog i'w gwneud yn yr ysgol gyda'u ffrindiau cyn iddynt ddod adref atoch chi.

Pwyntio at y positif

Ar ôl derbyn teimladau eich plentyn, pwyntiwch allan iddynt yr holl bethau gwych y byddant yn eu gwneud drwy'r dydd. Atgoffwch nhw y byddant yn chwarae gyda'u ffrindiau, yn chwarae gyda llawer o bethau gwahanol ac y byddwch yn edrych ymlaen i glywed am bopeth ar ddiwedd eu hantur!

Defnyddio llyfrau llun

Po fwyaf parod y mae plant yn ei deimlo, y lleiaf pryderus y maent yn debygol o fod. Dangoswch luniau o'u hysgol i'r plant yn ystod yr wythnosau a misoedd cyn iddynt ddechrau. Siaradwch â'r plant am ble y byddwch chi'n eu gollwng, lle byddant yn cadw eu pethau ac o ble byddwch chi'n eu casglu. Gall ffotograffau helpu plant i ddod yn gyfarwydd â'r adeilad cyn iddynt ddechrau'r ysgol.

Cyfeillio

Yn aml mae plentyn yn cymryd arweiniad gan eu gilydd. Os ydyn nhw yn gweld plentyn wedi cynhyrfu ac yn drist wrth gael eu gollwng yn yr ysgol, mae nhw yn fwy tebygol o deimlo yn drist a phoenydus. Ceisiwch gyfeillio eich plentyn gyda phlentyn hyderus mae nhw yn ei adnabod o'r feithrinfa. Mae cael eu gollwng ar yr un amser yn golygu y gallant wedi bod eu ffrind yn hapus i fynd i'r dosbarth, ac wedyn byddant hwy yn hapus hefyd. Gall hyn hefyd helpu i dynnu sylw eich plentyn rhag bod yn bryderus am eich gadael.



National Day Nurseries Association

Taflen ffeithiau

***Meddwl mwy disglair
ar gyfer y blynyddoedd cynnar**

Caiff ein tafleni ffeithiau eu hysgrifennu gan arbenigwyr blynyddoedd cynnar ar gyfer y gweithlu blynyddoedd cynnar. Mae'r rhan fwyaf o'n tafleni ffeithiau am ddim ar gyfer ein haelodau.

NDNA yw'r elusen genedlaethol a'r gymdeithas aelodaeth sy'n cynrychioli meithrinfeydd plant ar draws y DU. Rydym yn elusen sy'n credu mewn safon a chynhaliadwyedd felly rydym yn gosod busnesau ein haelodau wrth galon ein un ni.

Ni yw llais y sector meithrinfeydd a'i 21,000 o aelodau, ac yn ran o fywydau dros filiwn o blant ifanc a'u teuluoedd. Rydym yn darparu gwybodaeth, hyfforddiant a chynngor i gefnogi meithrinfeydd a'r 250,000 o bobl sy'n gweithio ynddynt i ddarparu dysgu cynnar a gofal plant o safon rhyngwladol.

Gwelwch yr ystod lawn o dafleni ffeithiau NDNA ar www.ndna.org.uk/factsheets

Mae'r wybodaeth ddarparwyd yn y daflen ffeithiau yma at ddefnydd ymarferwyr blynyddoedd cynnar yn unig. Ysgrifennwyd y daflen gan arbenigwyr blynyddoedd cynnar ond ni ddylai gael ei ddefnyddio fel allddodyn i gyngor proffesiynol. Mae NDNA wedi ymdrechu i sicrhau cywirdeb y wybodaeth gyflwynwyd yn y daflen ffeithiau. Nid yw NDNA yn atebol yn gyfreithiol nac yn gyfrifol am eich dehongliad nac eich defnydd o'r wybodaeth a ddarperir

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