

05.11..2021

The transition children were thrilled to learn this week that restrictions will be easing further (as of next week), meaning they will be able to visit the GISS school grounds/classrooms going forward. Next week they will be visiting their buddies (Klasse 2) so the children were eager to get started with creating a poster with their names and photos (to present to their buddies next week). It is tradition to exchange posters with the buddy class (so the preschool children receive a poster from Klasse 2 with the names/pictures of their buddies). Each year the children themselves decide how they will go about creating this and this generally involves a lot of negotiation as there are many different ideas.

Odi: "We should do a rocket. I know we could all fit in and by the way I am going in a rocket to Disneyland."

Heidi: "Yeah but we need to add food and drink if we do a rocket."

B: "Do you know how they go to the toilet on a rocket? They are strapped down to the seat!"

After the laughter died down, Frederick suggested painting a train for the poster. Heidi and L. were keen on a boat and B. thought a fire truck would be ideal. As the vote seemed to be tipping in favour of a boat, B. conceded that "maybe a fire boat would also be good."



The children were offered a large piece of butcher's paper and Lena and Odi were keen to begin pencilling the outline of their boat.

L: "Wait Odi, you are being too quick, we have to work together." Odi had already begun realising her vision on paper. "OK, well then we'll just start again."

To help them discuss their ideas, we researched boats online. "Yes! That's it! That's the one!" said L, pointing to a large cruise ship. "I've been on one of those when we went to the Northern Lights. Only I was in my mum's tummy so I don't remember it. But that's exactly how we should do it. They have slides and a pool and everything."

To help them get started we talked about the shape and angles of the ship's outline and counted out the correct number of windows (18) needed for each child to have their own cabin.

Odi: "We need this top part where the driver sits too. That's where Frederick will be for sure."

Heidi: "I might go up there too."

Once the basic outline had been created, the children moved to the paint table to give the boat colour and character.

As L. and Odi were painting the dark blue water, Emilia R. worked on the light blue sky. "I can do this really well, there are no white bits now see?"

Thomas noted that it was taking a rather long time to fill in the space around the boat with a small brush and promptly asked for something more efficient.

"I'm going to add a big wave. The wave is splashing the front of the boat."

Lena: "Maybe we should call this boat wave boat."

Odi: "This is going to be a rainbow boat."

Emilia R: "I love rainbows."

L: "We could call it rainbow wavey?"

Laura, Frederick and B. also sat down to add their ideas.

Frederick: "I'm really good at fixing stuff, so I will fix this green bit here at the top that is messy...see how I can make it more straight?"





Martin: "I am going to paint a shark in the water, one that has blood in its mouth. And a whale as well."
 Lena: "A whale has a bigger tail Martin, you need to do another bit here so that it's bigger because that tail is not big enough."
 Martin: "No, my whale has a tail like this. That's how it is."
 Layla added a turtle, Tom added a whale and Mia painted a rainbow.
 "It's a rainbow boat, so there should be a rainbow in the sky too."
 Alexis carefully painted some of the windows. "They should be white so you can see through them."



Once the poster was dry the children cut out their photos, stuck them on and wrote their names underneath.



Layla: "Let's be next to each other Mia. That would be best."
 Heidi chose to be up the top in the captain's cabin with Frederick, while Martin wanted to be in the ocean. "I want to swim near the shark. He's cool."



L. added the final finishing touch: "We just need one more thing. A sun. Because it should be a happy sunny day for Kindy."

On arrival the following morning Odi came to inspect how the boat had developed. "This is truly amazing," she commented. She was inspired to look for her first attempt at drawing a boat the previous day so that she could work on that further. "It looks more like a submarine really," she commented. "I will add that pop up thing so that you can stick your head out and breathe air. But if you leave it open, then you'll sink." Heidi seemed inspired to draw her own boat as well ("mine is definitely above the water").

Frederick; "Let's paint it like yesterday. I can help you Odi because I'm your friend and that's what friends do. Anyway, I am really good at doing it exactly right."
 Odi: "You really are good Frederick. I'm good at doing ideas. This tail [in pink] makes it go so much faster."





L. was at the other end of the paint table (Odi's work on her submarine had inspired her to add paint to a drawing of the Northern Lights from the day before) and commented: "Friends look out for each other."



Odi: "That's what we're doing right now, right Frederick? You'd help me if a biiiiiiig wave came, right?"

As demonstrated in this scenario, the children created a unique, collaborative artwork to which each added their own ideas and personality (EYLF Outcome 1: Children develop knowledgeable and confident self identities), ensuring the end result is meaningful to each child transitioning to school. Their positive, enthusiastic interaction allowed the children to exchange ideas and strategies, inspire each other, and develop a shared meaning through co-construction (EYLF Outcome 5: Children are effective communicators and EYLF Outcome 2: Children are connected with and contribute to their world). The poster will be handed to their buddies in Klasse 2 next week so that they can hang it up in their classroom, allowing them to become familiar with the preschool children's names and faces in the coming months.



The buddy system is one of the ways that GISS actively strives to develop a caring, open-minded ethos in the wider school community and is a key part of the Kindergarten transition process. We will visit the buddies in Klasse 2 next Tuesday and Friday so that the children can begin to get to know each other in person.

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking