

**Abstrakt:**

One of the important milestones in the development of a child is the transition into primary school. Unaddressed issues at the beginning of attendance can have negative impact on the later life of the individual. In the process of adaptation the child's preconditions are met with the external factors. There exists a body of research in this area, however only a fraction was based on the testimony of children themselves.

The aim of this thesis is thus to map which aspects of the adaptation to school education can be grasped and described by children themselves. This thesis sums up what we know about the developmental stage of a first grader. The knowledge of prerequisites for reflecting one's own experience and its hindrances is essential. The following chapters focus on the external factors that influence the child during his or her transition into primary school.

The research part focuses on how first graders perceive school and everything connected with it; its supportive and challenging aspects. The method used to collect data is a group associative verbal expression and drawing based on given questions. The children perceived as supportive mainly activities connected with play and movement. As challenging they perceived interactions with their peers, demands on discipline and pressure towards self-regulation. Most often mentioned subjects were the Czech language, Mathematics, Physical Education and Arts and Crafts, Fundamentals of civics and natural science. Mathematics and Czech language are represented in both groups, but in sum they are perceived more as challenges, same as Fundamentals of civics and natural science. Physical education and Arts and Crafts are, on the other hand, are mostly perceived as supportive.

**Keywords:**

Adaptation, pre-school age, early years education, school, challenge, support