



EYFS to Y1 Transition

Becoming the person God made me to be:
living, learning, loving.

*"I praise you because I am fearfully and
wonderfully made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Spring 2024

Transition from Early Years to Year 1

At Austrey and Newton Regis Primary School we recognise that transition from Reception to year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation stage to the demands of the more formal approach of the KS1 curriculum. We believe that a successful transition is the result of effective communication and a planned induction to Year 1 with the gradual implementation of a more formal KS1 curriculum.

It is our intention that all children at our school experience a smooth education and emotional transition. This means promoting emotional wellbeing and the continuity of teaching and learning by sharing knowledge of children's development and allowing fluidity from the different classrooms, depending on the children's individual needs.

We believe that children should enjoy and be excited by the transition process and that it should motivate and challenge them. We discuss and talk about transitions in lessons and during collective worship, so children are aware of the changes ahead. Children at our schools, know that moving up is an essential part of growing and changing and this helps build confidence making us more resilient individuals. Individual transition plans and procedures will be developed for children with specific needs in collaboration with class teachers and our SENCO.

Our Transition Plan

<u>All year</u>	<p>PSHE JIGSAW lessons- Dreams and Goals/Changing me unit of work covered by all age groups</p> <p>Collective worship conducted by KS1/2 teachers</p> <p>Joint playtimes both am and pm with KS1 teacher</p> <p>Children encouraged to visit other classrooms to share good work</p> <p>Enrichment days that require children to visit different classroom and be taught by different teachers</p>
<u>Summer 1</u>	EYFS children to have phonic workbooks in the summer term.
	A reduction in continuous provision time in the morning. This will include more directed teacher time in Maths and English. A more formal approach to teaching and all children encourage to complete a directed tasks independently or with support if necessary.
<u>Summer 2</u>	Children to have one or two afternoons a week in Year 1 to get used to the different classroom environment and pedagogy.
	Organised transition days for children to spend time with their new class teacher.
	Class teachers to meet and discuss pupil's attainment, social emotional needs. To pass on learning passports and any relevant documentation.
<u>Autumn 1</u>	All Year 1 children have access to the outside continuous provision after they have completed their work.
	Y1 children that did not achieve GLD will have timetabled access to continuous provision which will be based on the individual needs of each child
	Some play-based activities with teacher led group activities to suit the needs of the individual children