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TRANSITION TO YEAR 1



Supporting a Successful Transition to Year 1

What we have been doing all year to prepare your child

Throughout the year children have gradually developed:

- Longer periods of concentration
- Listening and attention skills
- Independence
- Resilience when things are tricky
- Ability to follow routines
- Confidence to work with different adults and children

A Gradual Increase in Expectations

Building readiness throughout the year



Autumn Term

- Learning classroom routines
- Choosing activities independently
- Developing confidence and relationships

Spring Term

- Increasing focus during adult-led activities
- Completing tasks with greater independence
- Building stamina for learning

Summer Term

- Longer periods of concentration
- More responsibility for their belongings
- Greater expectations around listening and following instructions
- More opportunities to record their learning

The increase has been deliberate and gradual rather than sudden.



Reception is Reception Until the End

We don't rush children out of Early Years

Children still need:

- Play
- Exploration
- Movement
- Practical experiences
- Opportunities to learn through doing

These experiences are exactly what prepare them for the next stage.

Independence is one of the biggest gifts we can give them

Children are now much better at:

- Organising their belongings
- Putting on coats independently
- Managing toileting and hygiene
- Following routines
- Solving small problems themselves
- Asking for help when needed

The Summer Break Matters

A small amount little and often makes a big difference

Reception (EYFS) → Summer Holiday → Year 1 (National Curriculum)

There is naturally a step up in expectations.

Keep skills active by:



Reading every day



Talking together



Using maths in real life



Playing games



Encouraging independence

It Is Normal to Need Time to Settle

A reassuring message for September



Some children may seem less confident when they start Year 1

This can be because of:

- A new classroom and routines
- New adults and expectations
- The long summer holiday

The EYFS Profile reflects what children achieved by the end of Reception.

- ✓ It is not a prediction of how they will perform on their first day back in September.
- ✓ Most children quickly regain confidence as they settle into their new environment.



They Are Ready

Look how far they have come

Since September they have developed:

- ★ Confidence
- ★ Friendships
- ★ Independence
- ★ Curiosity
- ★ Resilience
- ★ A love of learning

AGENDA



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- Meet the teaching staff
 - Our Curriculum
 - Transition EYFS to Year 1
 - Similarities and differences
 - What you can do to support your child

The background is a vibrant yellow with large, organic, wavy shapes in white, pink, and blue. A small black semi-circle is positioned at the top center, resembling a smile.

TEACHING STAFF IN YEAR ONE

TEACHING STAFF



- Mrs Perrett (Teacher)
- Mrs Curtis (HLTA)
- Mrs Applegate (Mon- Wed) Mrs Ashdown (Thurs-Fri) (Teachers)
- Mrs Stevenson (TA)





OUR CURRICULUM

Year One

YEAR ONE CURRICULUM

- Year One begins the national curriculum and more subject based teaching.
- Learning becomes more structured, with clear lessons and routines. However, play-based activities remain an important part of the transition, particularly at the start of the year.
- Increased focus on adult led/directed activities.
- A curriculum aims to develop children's independence.



OUR EXCITING TOPICS

Autumn

We are what we eat



Amazing toys



Spring

Fantastic Fairy Tales



Circus/Pirates



Summer

Castles



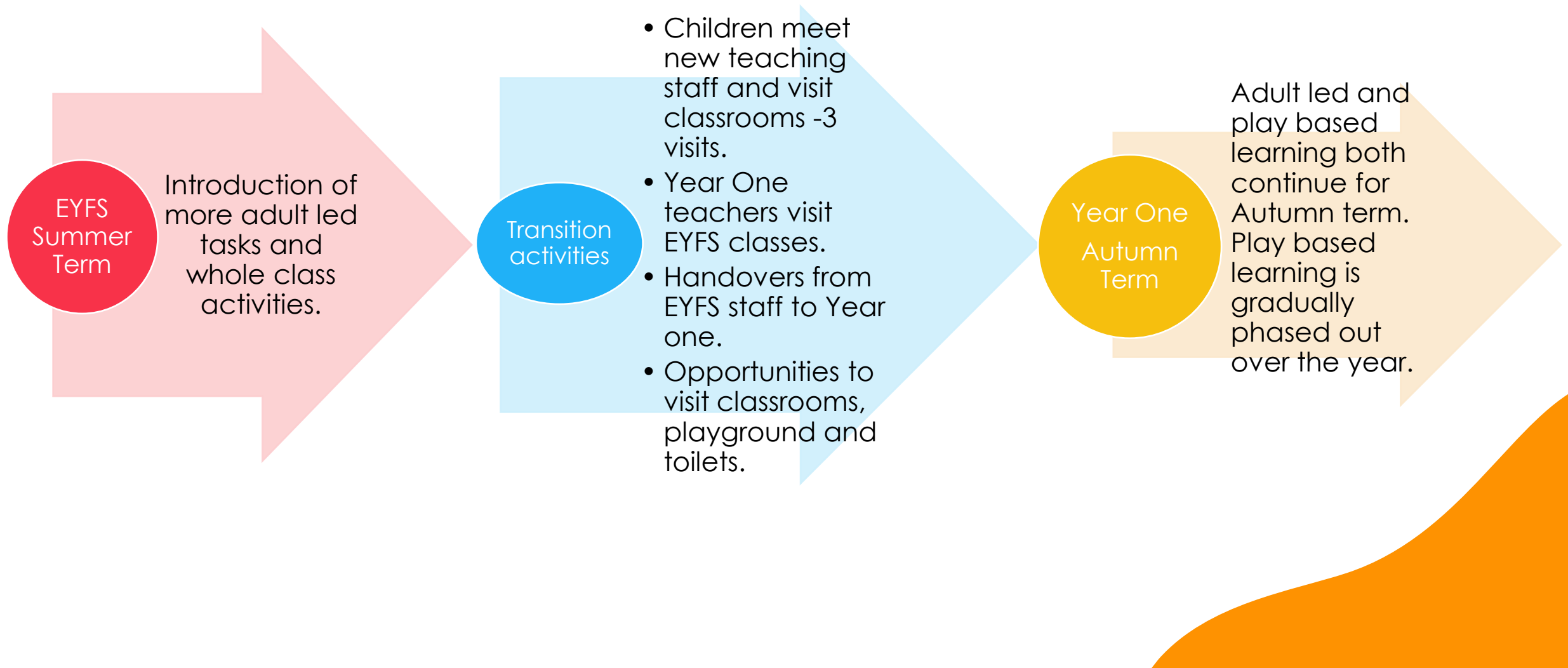
Travel and Journeys





TRANSITION TO YEAR ONE

EYFS TO YEAR ONE





SIMILARITIES AND DIFFERENCE



Routines

- 3 x playtimes
- Collective worship
- Yellow stickers and house points



Routines

- Playtimes- shared with Year 2
- Snack time- social at tables/carpet
- Table/group helpers
- Behaviour system- sunshine and cloud
- Puppets



Learning

- Little Wandle: same setup - 3 x reading sessions
- Daily Phonics and Maths



Learning

- Gradual shift to group and whole class tasks
- Independence and ownership
- Home learning activities- Phonics/English, reading and maths
- PE : **outdoor PE**- trainers, sweatshirts and sweat pants



Parent contact

- Arbor
- Drop off and pick up, class adults
- Termly Newsletters
- Termly topic newsletters
- Termly homework grids
- 2 x parents evenings



Spaces

- Toilets- corridor, separate boys (**URINALS**) and girls toilets
- Lunch hall- shared with Year 2
- Playground
- **One** drop off and pick up door



TOILET GUIDANCE



- In preschool/Reception, toilets are close and adults help more; in Year 1, children learn to go independently.
- In Term 1 (first 6 weeks), adults guide children; from Term 2, children go on their own.
- Set toilet times introduced in Term 1: before school, morning break, before lunch, and afternoon break.
- Children practise walking to and from toilets even if they don't need to go to learn the route.
- Safety: children are taught not to go past the toilets into main office or near the front door.



- Year 1 toilets are bigger and different (e.g. urinals, hand dryers, limited cubicles).
- Toilets are shared with Year 2, so they can be busy.
- Adults only enter toilets in emergencies (with two staff members).
- Accidents can happen as children are still learning good toilet habits; these reduce over time.
- Set toilet times embedded so pupils do not miss learning.
- Toilet tags are used so teachers know who is out of the classroom- fire safety.
- Some children may treat toilets as a play area; appropriate behaviour is reinforced.
- Good hygiene is expected: flush, wash, and dry hands.



HOW TO SUPPORT YOUR CHILD

Talk about change
in a positive way

Reassure your child about change, this will happen every September.

Communication

Speak to class teachers about any concerns.

Routines

Leading up to September, reintroduce routines in readiness for school.

Work through the **'Getting Ready for Year 1!'** activities. (See pack)

Reading
folders

Reading folders and PE bags- name tags provided by school at the start of Year1 to help pupils find their belongings.



Coats

Rainbow ribbon- thread through zip hole to help zip up coats independently.







THANK
YOU