Transition Presentation
–From Reception to Year 1 during COVID 19
–Information for September 2020
During COVID 19 – the Year 1 corridors and classrooms are different. As a school we have introduced measures to support social distancing.

For September – we will ensure that transition takes place, so that change is introduced gradually to support children’s well-being and help them develop confidence, self-esteem and resilience.
Aims of the session are:

- To brief parents about the change of setting.
- To explain how teaching and learning in Year 1 will be adapted to ensure that it is developmentally appropriate and meets the needs of the children.
- To share with parents expectations for children’s learning journey in English and Maths.
- To discuss expectations for social relationships and behaviour.
Due to COVID 19 and existing government guidance – we are planning for the current social distancing measures to still be in place for September. We will be aiming to return to normal practice once the government confirms this is possible – as shown in the following pictures.

Please bear in mind the key features of Reception learning:

- Freedom to choose activity
- Play indoors and outdoors
- Working in small groups often informally
- Lots of different activities
- A big area of space in which to move around
- Child initiated tasks
Change of Setting – Transition to Y1

Year 1 is different in the following ways:

- Classrooms are smaller
- Children are physically closer together
- Less activities to choose from
- Teacher directs/tells children where to work and what to do
- Less outdoor time

Transition time normally takes place in July (1.5 days) and over the first 7 weeks from September. However – due to COVID 19, transition will now be extended to last at least for the autumn term. This means that Year 1 classrooms will be adapted to be as like a reception class as possible, following a similar timetable.
Compare Reception classrooms and activities...
To life in Year 1, working at tables and group activities.
Structure of the Day

In Year 1

- Lessons become more formal and are timetabled throughout the day.
- There are more ‘whole class’ lessons where all or most of the children are on the carpet and learn together.
- As teaching and learning progresses, teacher expectations increases for both learning and behaviour.
- The ‘settling in’ or transition stage has a lot of changes for quite young children to take on board.
- Please note – due to COVID 19: For the autumn term, Year 1 classrooms will be adapted to be as like a reception class as possible, following a similar timetable.
A Year 1 classroom – maths activity
Due to COVID 19 and the children missing a significant part of their Reception year, children will be supported from September 2020 by:

*School already providing additional time for Reception and Year 1 staff to meet to look at the most recent assessments and to discuss children’s development.
Teaching & Learning in Year 1

*Taking time from September to observe children as they return to school to evaluate their level of well-being.
*We will provide additional support for children drawing on the expertise of 3 Year 1 teacher’s who recently taught in Reception: –Miss Groves, Ms Lee and Mrs Beddows.
*We will provide social and emotional support, with frequent small group activities with the Learning Mentor – Miss Brown.
Teaching & Learning in Year 1

*Extending an Early Years approach into Year 1

– Transition would normally last for half a term, but we will plan for this process to last at least for the autumn term to ensure your child is settled into Year 1.

– An environment for play-based learning (in the afternoons) in each classroom will be created. This “familiar” environment from Reception will support children to be confident and comfortable. Where possible, we will provide access to an outdoor learning space.
Teaching & Learning in Year 1

Provide the opportunity for children to discuss their move into Year 1 in September – with a range of PSHE (Personal, Social, Health and Economic education) discussion activities.

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Q) What are they looking forward to?
Q) Is there anything that they are worried about or not looking forward to?
Teaching & Learning in Year 1

*We will review the Year 1 planning and make changes where it’s needed so that it:
− provides opportunities for children to play and explore, apply knowledge and skills in self-initiated learning and to think, puzzle and work things out.
− is flexible enough to be adapted as children’s interests and needs change.
− we will share any changes and provide parents with an overview of the Year 1 curriculum every half term.
The **behaviour policy** is what the school uses to manage behaviour at Ward End.

Corner stone of the policy is to teach all pupils to take responsibility for their own actions.

Young children are asked “Are you choosing the right way or the wrong way?” A conversation always flows from this statement about a child’s behaviour.

As children progress up the school, the question becomes slightly different “Are you making the right choice?”

Children are aware of the **rewards and sanctions** they get for making their choices.
Privilege Time

- Privilege – Sparkle time is held on Friday mornings.
- It is ‘reward time’ for good behaviour throughout the week.
- Each classroom has a Sparkle time rocket with 5 minute intervals marked on it.
- If the teacher has to reprimand children, their names are moved down the rocket, with a loss of 5 minutes each time.
- This is a way of positively rewarding children who never ever have to be reprimanded for behaviour and a way of holding children responsible for their actions.
- Children can earn time back it they show a change in actions/behaviour.
The learning journey at Ward End takes pupils from Reception to Y6. On the way they will have assessments. Mostly ‘in school’ assessments but some are from outside agencies.

These are:-
- Year 1 Phonic Screening Check
- Key Stage 1 SATs in Y2
- Key Stage 2 SATs in Y6.
- Year 2 SATs come at the end of Key Stage 1 phase.
- Tests consist of reading, writing and maths.
- Results at Ward End are usually very good.
What are phonics?

- Phonics (phonemes) are the sounds that make up words when we talk.
- A word is made up of various sounds e.g. c a t.
- We call the symbols/letters for these sounds graphemes and these are what we write when we represent the sound.
- Pupils are expected to identify 44 basic sounds that make up the English language by the end of Reception. Y1 pupils are expected to know and write most of these graphemes/sounds by the end of Year 1.
Phonics practice and group activities in Year 1
Phonics continued...

- Phonic knowledge is one of the basic skills children are taught to develop reading and writing.
- The skills linked to phonic learning are blending and segmenting sounds in order to build words.
- It is these skills that are tested in the phonic screening test for Year 1 pupils which usually takes place in June.
Formal assessments for numeracy take place in school within Key Stage 1 SATs at the end of Year 2.

- Pupils are still expected to progress quite quickly in their understanding of the number system.
- **In Y1 they are expected to know:**
  - Numbers up to 20.
  - Number pairs that make numbers bonds up to 10 and 20 in different forms, e.g. $8=3+5$.
  - How to combine 2 sets within 10/20 and find the total.
  - How to count by rote up to 100.
  - How to count backwards from 20.
  - How to count in 2s 5s and 10s.
A typical Year 1 maths lesson

*Children always have access to resources such as numicon shapes and number lines to help support and develop their learning.
Many children will be able to do more than what is stated. But many others will find the concepts very difficult to understand.

As pupils’ understanding grows, children will be expected to investigate and solve very practical problems.
Interventions

Here at Ward End we are proud at the number of interventions we provide for pupils who may have seemed to have slowed in their progress.

After consultation with teachers, the SENCO (Special Educational Needs Co-ordinator and Inclusion Team) and parents we put together a short intervention programme that is reviewed at half termly intervals to assess the impact.

Interventions could be targeted on writing, reading, maths or social/behavioural issues.

*Often, after a short session pupils are back on track.
*If not, we devise another programme of intervention and support or seek outside agency advice.

We always do something!
Parent Support

- School has children for 6 hours per day.
- The school is a partnership with parents.
- The school expects that parents will support their children’s learning at home.
- Homework is set weekly for English and Maths but reading books should go home everyday with the expectation that an adult will read with the child at home.

* We will provide further information each half term and where possible we will encourage parents to come into school to take part in workshops.
A Year 1 Maths parent workshop
It is really, really important that children come to school everyday.

You can be assured that if your child is complaining of feeling ill, if he/she gets worse, when at school, we will ring you. (Parents need to provide telephone numbers where we can contact home quickly.)

One day off doesn’t seem too bad, but it is, as children learn at a fantastic rate and are taught new things everyday.

It is in the lower stages of schooling that children will learn, more quickly, therefore it is really important that they do come everyday.
We would like to formally welcome you to the next phase of your children’s learning journey through the next stage of the school. We have an ‘open door’ policy where we will make time to talk to you about your concerns or worries. We are committed to doing the best we can for all our children.

Further Information:
*Please see Our ‘Meet and Greet’ presentation for Year 1 parents on the school website.