

# Reception to Year 1 Transition



Meeting for parents  
and Carers

# Purpose of the meeting

- The differences between Reception and Year 1
- How we prepare the children
- How you can prepare your child
- Concerns
- Expectations



# What is 'school readiness'?

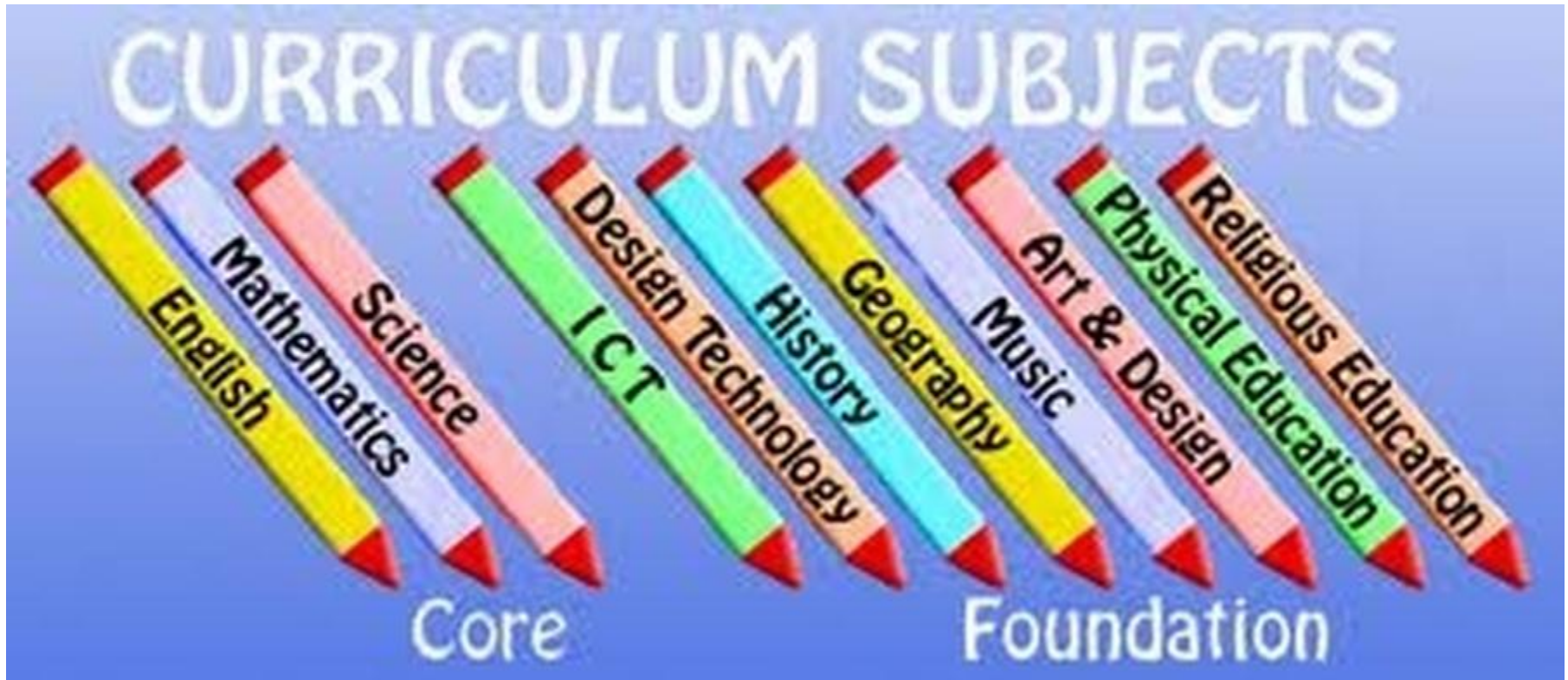
## School ready children:

- have strong social skills
- can cope emotionally with being separated from their parents
- are relatively independent in their own personal care
- have a curiosity about the world and a desire to learn
- have a firm grounding in the key skills of communication, language, literacy and mathematics.

# EYFS Curriculum



# National Curriculum



# Differences between Reception and Year 1

- The principle of Early Years is learning through play.
- There is a balance between adult led and child initiated learning.
- Children are encouraged to be independent in their choices of activities and resources.
- The children's day is more structured with a distinct separation between play and learning.
- Children's learning is compartmentalised into clear subjects.
- Children are expected to sit for longer periods.
- Less opportunity for outdoor learning.

However.....



# ELG indicators.....

I got a To ferree  
can bed. Pat my toof I  
PLEASE give a my  
Love from Bilal

Elial independent  
writing at 4y 10m  
Elial had a wobbly  
tooth so he decided  
to write a letter to  
the tooth-fairy.





- full stops
- finger spaces

Very interesting news.

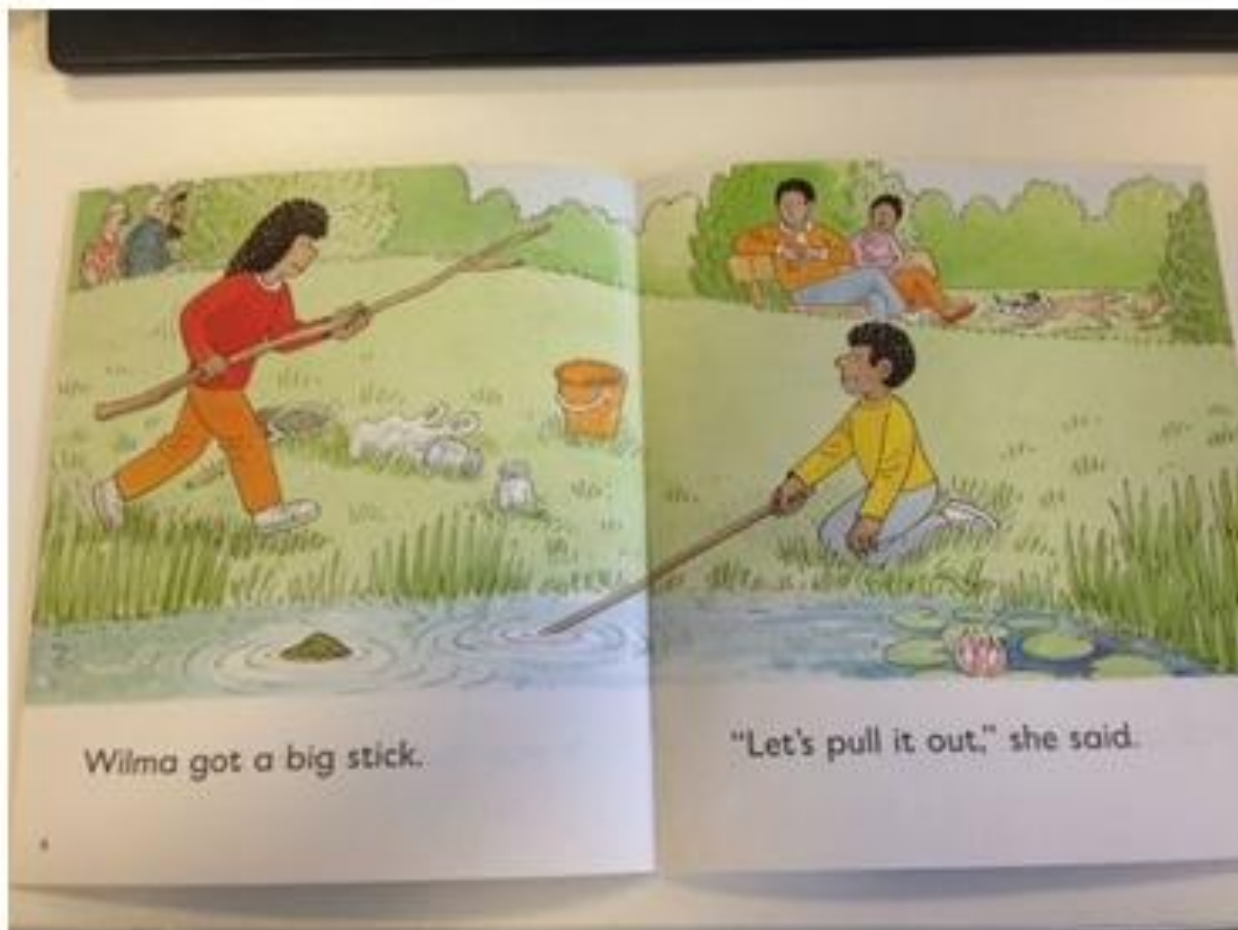
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©

on wensai I went to the train  
station and then I  
went on the train and I  
saw some animals it was good  
then I saw some cows and I  
went in the dark but it was  
good then I had some sun  
in my eyes it was bright  
then I got to go to my  
I had a look then I went  
under the train track  
and then I got at the end

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# ELG reading – red level books



# ELG Number

**Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

# Reception or Year 1?





# Parent concerns...

- Toilet times
- No more outdoor learning
- Less support for my child during class
- Harder work



# Pupil concerns...

I wont be able to play outside.

There is lots of work. I can't walk around lots in the classroom to choose.

I wont be able to play anymore.

I will have a different teacher.

I wont be with my friends.

# Emotional readiness.....

Children will not learn and develop if they are not emotionally secure.

- To support the children's emotional development to help them get ready for year 1 we have:
- Circle times
- Meet the teacher
- Meetings with year 1 colleagues-about children needs, attainment levels
- Been encouraging greater independence

How can you help your child?

- Talk about expectations and routines
- Remind the children they will be having different teachers
- Get excited about year 1 with your child 'all grown up'
- Encourage complete independence



I was outside in the  
garden picking flowers. My mum  
and dad told me not to, but I  
still carried on. I went to the  
forest. I still carried on. I carried  
on until the hairy wolf came.  
Sing me this sweetest song.

One day there was  
pirates and the pirates  
was in town and the pirates  
pirates at the people  
and the pirates at the  
pirates in one gold.  
the end.

# Year One Maths

- Children gradually learn to count to and across 100, forwards and backwards. They count in multiples of twos and fives; they read and write numbers to 20 in numerals and words.
  - Children add and subtract two digit numbers to 100.
  - They identify one more and one less of a given number.
  - They read, write and interpret mathematical statements using signs: +, -, =
  - Children solve one-step problems involving addition, subtraction, multiplication and division, using concrete objects and pictorial representations.
  - Children recognise and know the value of different denominations of coins and notes.
  - Children recognise, find or name halves and quarters of an object, shape or quantity. They tell time to the hour and half past the hour.
- Children measure and begin to record: lengths and height, capacity and volume, time (hours, minutes, seconds)
- They name and describe common 2D and 3D shapes.

# September in Year 1

- Table top activities as Reception classes
- Continuation of groups of 15
- Continuation of daily phonics
- Transition Meeting for parents/carers



**Any**

**Questions?**