



## Lancaster Lane Primary and Pre-School

### Transition Strategy - Reception to Y1

At Lancaster Lane Primary and Pre-School, we are aware of the need for a smooth transition when moving from one year group to another, as whilst some children may find this move exciting, others may find it challenging. Each year, a well-planned transition is put in place for all year groups and considering the needs of individuals or cohorts who may need additional support. The move from Reception to Year 1 is the first move from one curriculum to another that children experience and is the first move from our EYFS unit. With this in mind, a carefully planned strategy is in place to support all children with this.

Action	The 'why'	Dates/Timescales
Letter sent to Reception parents regarding transition	To ensure parents are fully aware of what has been put in place to ensure there is a smooth transition out of the school EYFS unit.	End of Summer 1
Y1 staff allocated time to visit Reception and begin to build relationships with children	To allow children to become familiar with the adults in their class next year and for adults to begin to build relationships with children, in preparation for next year.	Summer 2
Story swaps – Y1 teacher and support staff complete story times with Reception children over a number of weeks in the Y1 classroom	To ensure that children become familiar with the adults in their class next year and the classroom they will be in. Reception staff will accompany children to support.	Summer 2
Reception children to visit their new classroom weekly	To allow Reception children to see their new classroom environment. This will be completed when Y1 are out of the room, to allow Reception children to look around, ask questions and become familiar with their surroundings.	Summer 2
Reception/Y1 project day – Reception and Y1 children 'buddy up' in groups or pairs to decide which classroom would be better for a fictional character.	To allow children to develop relationships with Y1 children (who they will interact with during unstructured times during the school day) and explore both Reception and Y1 environments alongside peers. This is also an opportunity for the Y1 teacher to liaise with the Reception teacher regarding friendship groups, social interactions, likes, dislikes, need etc.	9 <sup>th</sup> July
Y1 teacher to attend Reception pupil progress meeting	To ensure information about children's attainment is communicated clearly, as well as information about each individual child to support building their knowledge of the 'whole child'.	Summer 2

Staff information sent to parents (alongside the rest of the school)	To make parent aware of which adults will be supporting their child next year, in line with our focus on positive home/school relationships.	w/b: 13 <sup>th</sup> July
Messages shared on dojo from Y1 pupils – what life is like in Y1.	To allow parents to share these with their child (over the summer break if necessary) to aid discussions and support conversations about moving into Y1.	w/b: 20 <sup>th</sup> July
Photos of the Y1 classroom environment shared on dojo	To remind children of how their classroom looks, prior to returning to school in Y1.	1 <sup>st</sup> September

Continuous provision is still used as a meaningful opportunity for play based learning in Year 1, with challenges and enhancements added, to provide progression from Reception. Children also have access to an outdoor area to allow for outdoor learning opportunities to develop. The characteristics of effective learning from the EYFS are embedded within provision, allowing children to continue to develop these as they move onto the Year 1 curriculum:

- *Playing and exploring - children investigate and experience things, and 'have a go'.*
- *Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.*
- *Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.*

Any children that have IEPs or pupil passports will have new targets set by the Reception class teacher, which will be shared with the Y1 teacher during pupil progress meetings. These will then be planned for and facilitated by staff in Year 1. Individuals who require additional support with transition will receive bespoke support to meet their needs (eg. social stories, additional visits to the classroom etc).