

Transitions from EYFS to Year 1

Bridging the Gap

Points to Consider	Comments	Suggestions: Autumn 1	Suggestions: Autumn 2	Resources and Websites
Children may need a period of time accessing the EYFS curriculum to ensure that they have firm foundations. How will you determine whether this is needed?	Discuss as a staff in school and agree how this is going to be implemented	Attend the PCC Continuing the Learning Journey/ Bridging the Gap training	Carry out regular assessments to identify those children who have secured their learning and are more ready for the Y1 curriculum Consider assessing individual children's pencil grip. Intervene early so that support can be put in place	https://nha-handwriting.org.uk/
How familiar are you with the EYFS curriculum?	Download Development Matters and Early Years Outcomes from foundationyears.org.uk	Meet with EYFS staff.		Attend PCC Bridging the Gap training in the autumn term www.foundationyears.org.uk https://earlyexcellence.com/online-cpd-webinar-programme/
Planning:	Previous planning will need to be adapted.	EYFS and Year 1 staff to meet to discuss learning environments.	How can you adapt your planning to suit those learners who are	

<p>How could you incorporate aspects of EYFS and Year 1 curriculum into your planning?</p> <p>How will you move towards full implementation of Year 1 curriculum?</p>	<p>Core Stories might need to be changed. Initially there may need to be a wide range of differentiation that includes elements of the EYFS and Year 1</p> <p>What aspects of the Y1 curriculum could be taught in this term to maximise outdoor learning?</p>	<p>Year 1 staff to seek expertise of EYFS staff. Consider adapting any planning that would have been used in EYFS in the Summer term to incorporate Y1 curriculum. Consider borrowing suitable resources that children are familiar with to use in Y1 classroom. Discuss regular routines that children are familiar with and can be feasibly followed in T1 to provide continuity (coming into classroom in a morning, dismissing at end of day, snack times etc) Explore opportunities for learning to take place outside. Seek expertise from LA: sally.atkinson@peterborough.gov.uk or sue.howard@peterborough.gov.uk</p>	<p>now ready for more desk-based learning?</p>	
<p>Environment: How could you adapt your classroom indoors?</p>	<p>Set up some areas of continuous provision. Plan a specific focus for each of the continuous provision areas to ensure there is some structure.</p> <p>Provide opportunities for child-initiated learning as well as adult-led learning</p>	<p>Book Corner Roleplay area Writing area Maths area Construction area Small World</p>	<p>Look carefully at the resources you have available for maths/english. Start to introduce new resources e.g phonic word mats combining digraphs in phases 2-4 (5), differentiated number squares</p>	<p>https://abcdoes.com/abcdoes-a-blog/2016/10/22/planning-for-continuous-provision-reception-and-year-one/</p>
<p>Environment: How could you set up outdoor learning opportunities?</p>	<p>Children often display embedded learning outdoors when they are learning at the edge of their capabilities (ZPD)</p>	<p>Sand and water play can provide opportunities for mathematical and scientific learning</p>	<p>Review your outdoor provision/resources. Are they keeping pace with the learning? Do children have opportunities to apply</p>	<p>https://www.ltl.org.uk/free-resources/ https://www.thestablecompany.com/blog/ks1-learning-outdoors-7-</p>

			<p>new learning in the areas outdoors? Is there somewhere to write? Are phonic mats, alphabet strips, pencil grips available in this area?</p>	<p>learning-activities-primary-school-children</p> <p>https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/</p>
Emotional Wellbeing:	<p>Children will need opportunities to talk about their feelings.</p>	<p>Use Faere Laevers' class wellbeing and involvement scales to monitor children's emotional wellbeing</p> <p>Set up a table with photos and post boxes for children to indicate how they are feeling on a daily basis</p> <p>Set up a Feelings Tree for children to draw a picture or write a message about how they are feeling</p> <p>Set up a Dream Catcher net for children to throw in their feelings and thoughts – have fishes available for the children to decorate and draw and write on</p> <p>Choose stories and poems each week to explore emotions</p>	<p>Ensure that you are 'reactionary' to any behaviour issues that may surface as learning becomes more structured. Timetable in dedicated time for circle time activities but be prepared to invest time to deal with them straight away. Social Emotional Aspects of Learning (SEAL) pack has a wealth of resources</p> <p>Consider asking parents for their feedback on how their child is enjoying Y1. Is the learning interesting/too hard/too easy? What do they enjoy the best?</p>	<p>https://www.circle-time.co.uk/product-category/emotional-well-being/</p> <p>Listening to Young Children Pack by Coram Family</p> <p>https://exeter.anglican.org/wp-content/uploads/2014/11/Listening-to-children-leaflet_NCB.pdf</p> <p>https://www.nfer.ac.uk/media/1789/futl26.pdf</p> <p>https://webarchive.nationalarchives.gov.uk/20081231143734/http://www.standards.dfes.gov.uk/primary/publications/banda/seal/</p>

		Cambridgeshire has produced some excellent ideas for activities indoors and outdoors to support children's emotional wellbeing		https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Pupil-wellbeing-activity-pack.pdf https://literacytrust.org.uk/resources/back-nursery-and-reception-wellbeing-resources/
Assessment: Adapt your assessment to include observational assessment		Meet with EYFS staff to identify children's starting points. Refer to EYFS Early Learning Goals – which children need additional experiences in EYFS in which aspects	<p>Put in place regular opportunities to assess children's writing and maths alongside EYFS colleagues</p> <p>Phonic assessments should be thorough. They should be providing you with information to intervene with and highlight those children who are not keeping pace with the new sounds. Consider how you can revisit sounds incidentally – when children are lining up, getting changed, collecting bookbags, individual 'pinny-time' Observe how children are using the continuous provision resources to ensure the children are on task. Monitor</p>	<p>Observation sheets</p> <p>https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</p>

			children's stamina to enable a more structured approach to be introduced.	
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