

SUPPORTING TRANSITION FROM RECEPTION TO YEAR 1

(FOLLOWING BREAK IN SCHOOLING DUE TO COVID-19)



SUPPORTING TRANSITION FROM RECEPTION TO YEAR 1

(POST-COVID BREAK IN SCHOOLING)

Prior to the outbreak of the Covid-19 pandemic schools and Ofsted were looking closely at issues around transition from EYFS into Key Stage 1.

Arguably, this was because it was clear that unless and until the divide between these two important stages was bridged children were losing out – going from an informal and active approach to a more sedentary seat-based approach. This was further complicated by the fact that: *‘Reception and Year 1 teachers agreed that the vital, smooth transition from the foundation stage to Year 1 was difficult because the early learning goals were not aligned with the now-increased expectations of the national curriculum.’* (Ofsted, 2017).

To date, due to the pandemic, much remains in abeyance and even the requirement to complete the EYFSP, has been suspended, leaving teachers with less information than ever as children who have completed less than two terms in Reception classes prepare to move into Year 1 in September 2020.

A further and more complicated issue, is not only that children have missed out on vital schooling, but that they have done so in a period of uncertainty when adults, themselves are confused and fearful about the effects of the pandemic.

This booklet is therefore intended to support EYFS and Year 1 leaders and teachers as they negotiate the ‘normal’ transition questions and the ‘new normal’ ones such as how to make up for lost learning time, how to manage resources, where to start, and so on.

Ultimately it is intended to be a guide to ensure that good sense prevails – the slowest way to the end of a race is not one where the runner is tripping and stumbling because of bumps in the road – this booklet will hopefully avoid this by reassuring readers that

the best way to achieve what we want is to be like the tortoise who beat the hare because, as he said: slow and steady wins the race! You may also wish to download one of the books about Covid-19 from the websites shown at the end of this document.

‘Our knowledge of child development and of the curriculums should inform our practice as we prepare for transition.’ (EY Forum, 2019)

What is the Early Years Foundation Stage?

- It sets the standards for learning, development and care of children in childcare, nursery and Reception classes.
- It is based on seven areas of learning and development.
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

What is Key Stage 1?

- Key Stage 1 is for children aged 5-7 years.
- The National Curriculum sets the standards that all schools must follow.
- There are 3 core subjects plus 8 Foundation subjects together with RE & PSHE

Comparison between the EYFS and KS1 Curriculum

Early Years Foundation Stage Curriculum	National Curriculum Key Stage 1
Personal, Social & Emotional Development	Personal, Social & Health Education (PSHE); Citizenship
Communication and Language Literacy	English
Mathematical Development	Mathematics
Understanding the World	Science, History, Geography, Design & Technology, Computing, Religious Education
Physical Development	Physical Education (handwriting)
Expressive Arts & Design	Art and Design, Music

Transition

Any transition can have a dampening effect on performance – just ask anybody who has started a new senior role to find out how their confidence dipped at the start before rising once they ‘found their feet’. That is what normally happens when children move from the Reception class into a Year 1 class – however in September 2020 – that situation will be more complicated because children may have missed as much as a term or more of their usual school experience. So, where does that leave them, their parents and their teachers: a long way from normality.

New Normal

In this new normal – where the Reception year is incomplete there is a danger that anxiety could drive practice - so it is important to focus on positives as well as addressing concerns such as what children have missed out on.

All children will have grown and developed physically – and those who have had access to outdoor space may have developed skills such as bike riding, running, jumping or kicking a ball. Others may have developed their IT skills and will confidently find YouTube clips or be able to play games on a tablet. So, some new skills will have been learned and there will be some maturation of physical skills such as balancing – but, of course these do not make up for knowing all the Phase Three (Letters and Sounds) or being able to double, half and share different quantities. HOWEVER, this period of time is unprecedented and everything after this will be different in terms of how to approach teaching – it will be impossible to carry on as normal! Therefore, it’s really helpful to consider our priorities so that we negotiate this tricky patch carefully.

Aims and Principles of Smooth Transition

We know from research that transition can be made less daunting if teachers and parents work together and that when they do, this has a positive impact on children. Below are some of the shared aims and principles that will shape a smooth transition from EYFS to Year One:

- Ensure that we retain the best of EYFS practice, recognising that Key Stage One is different
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful
- Taking account of all information that is shared so that children's needs are understood, particularly vulnerable children or those with additional needs
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways
- Recognising that effective teaching and learning for 5-7 year olds should be based on what is known about how young children develop and learn (Based on: Smooth Transitions, Bayley, R. & Featherstone, S.)

Needs of young children

Young children thrive when their needs are met across all domains including emotional, social, language, physical and learning domains. Initially these needs are indivisible because early interactions shape babies' and young children's emotional and social development just as playing finger games with them supports their learning and physical development. In the EYFS these are addressed through the four key principles

- Every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

When we meet young children's needs to be recognised, valued and affirmed we help them to feel safe, secure and successful – this is the starting point for all learning.

If some children are obviously anxious or unsettled it is worth considering carrying out some short observations, using the Leuven Well-being and Involvement Scales (Appendix 1) – completing these for any child who is unsettled will provide invaluable information to inform planning for their needs.

How 4,5- and 6-year olds learn

Young children begin learning from birth (and before) – through all relationships, interactions and experiences. By nature, young children are inquisitive, active, lively, determined, playful, exploratory and, as a result, their learning is active and interactive. That is, they do something and observe the effect of their actions then they do it again and again until that particular enquiry has lost interest for them. Experiential learning is based on the idea that children (and adults) learn through a process of concrete experience, reflective observation, abstract conceptualization and active experimentation. So, a child may be fascinated with seeing how fast they can make a car travel down a slope – and with each try they press harder, or make the ramp steeper until either they succeed, change direction or lose interest. Whichever of these outcomes, the child is learning something new, however, to ensure that their learning is effective the role of the adult is significant as a partner in learning who supports them to reflect on what was learned and to consider what they did to bring about the effect or what they might do differently another time.

Creating continuity through:

- Preparation
- consultation
- communication
- organisation
- familiarity with EYFS practice

Preparation

Consider who needs to be involved in decision-making and then consult as many people as possible – this allows you to get a good insight into the issues for your colleagues, your children and their families. Writing a school policy may seem onerous but creating one helps everybody to contribute and to have their voices heard. Checkout this policy for ideas:

<https://www.garlingeprimary.co.uk/policies/transition-policy-fs-to-ks1.pdf>

Consultation

Getting parents on board is essential if children are to settle quickly into their new class –parents, in one local area, when consulted were interested in the following:

- a) changes to the structure and routine of the day – such as start and end times, whether they would be able to go into the classroom as they had in the EYFS, the entrance to be used and so on;
- b) how to support their children's learning progress – and whether there would be homework;
- c) How to handle changes – such as children's increased tiredness and whether to change bedtimes and whether school uniform policy would change and what a typical day would be like for their child.

The key to success in this area is to listen and understand that change can create anxiety and the way to reduce anxiety is to communicate!

Communication

Once you have a clear plan – (through creating a policy on transition from EYFS to Year 1) you are in a position to talk to people – via your school website or platforms such as Twitter. Getting your message out will be essential if everybody is to embrace the changes confidently. Parents themselves can be a great source of support in this – so contact the parents of children who made a successful transition to Year 1 in September 2019 and invite them to be interviewed for your website or to come along to a parent's meeting about EYFS to Year 1 transition and do a short input to a group of other parents.

Organisation

In the EYFS teachers talk about learning environments rather than classrooms – terminology that would be helpful right through the primary age range – since the main resources, after the teacher, are the things and the space that are around us in school. In the EYFS this is likely to include many areas of provision such as a role play area, sand, water and book and maths areas – because of the view that these areas support learning more space is usually provided for younger children, allowing teachers to provide a range of opportunities for play and learning. The way the space and resources are organised changes what teaching happens – the more seats and tables in a space the more the teacher is in control of what constitutes learning and the less room there is for areas of provision where children can engage in explorations and set their own learning challenges. This is a trade-off – a difficulty for many Year One teachers is that they may not have enough space to create an appealing learning environment where children can't wait to get started - or, they may not have sufficient resources to create areas of provision. In either case this is a challenge and it is essential that you work with your EYFS lead to focus on creating a space that works so that new

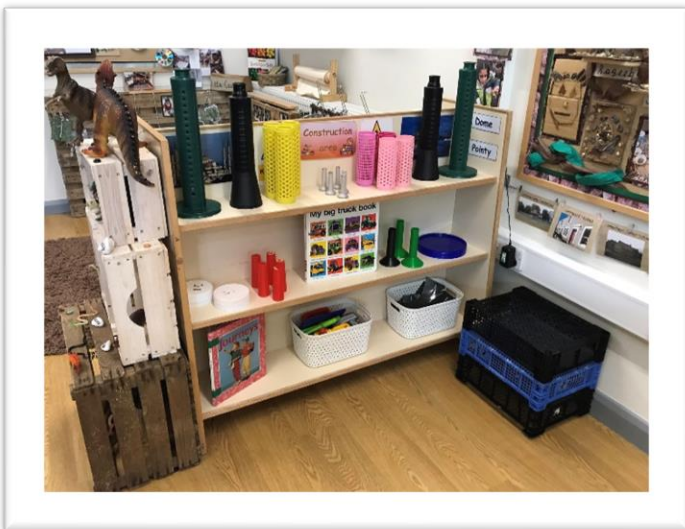
children recognise key features of the EYFS environment – such as a lovely book area, a small world space or a construction area. Resources don't need to be expensive or bought from catalogues – often recycled card can be used to good effect for writing signs.

Familiarity with EYFS practice

Many teachers working with Year 1 children will be very familiar with EYFS practice and will be working collaboratively with EYFS colleagues. Visits throughout the year into EYFS classes by Year 1 teachers will ensure that they are familiar with routines, approaches and the curriculum so that they are able to reflect a similar environment in the Year 1 class, especially at the start of the school year. For teachers who are less familiar with EYFS practice there are many publications which can inform teachers' thinking (see bibliography).

Environment for Learning

Every learning environment is different because of space, resources and pedagogical approach taken in each school. Many are less than ideal at the best of times and may be more problematic due to the changes brought about by concerns about Covid-19 and the need to reduce resources and increase social distancing. Schools will have to address these issues in the ways they think fit and work within their own constraints. Many of the natural materials that schools have chosen in the past may now be set aside for items which are more easily disinfected so that they can be used safely. However, schools are beginning to be inventive in setting out areas containing resources that can be used and cleaned safely by groups of children. For example, the following pictures show simple, limited resources, in post-Covid 19 learning environments:



Building on children's achievements

Having a clear view of where children are starting from is essential if we are to offer the right experiences for children beginning in Year 1. A helpful way of thinking about the curriculum, pedagogy and assessment is offered in the following discussion:

'What is the difference between curriculum, pedagogy and assessment?'

Although they are intricately linked, and all contribute to what we do, Curriculum, Pedagogy and Assessment do have separate functions.

Curriculum is the content, the 'what' that we want children to know. *We all have aspirations for what we want children to know and be able to do. This is usually a mixture of what an external 'prescribed' curriculum – such as the EYFS in England – sets out as goals or outcomes, and what we value as educators and know children need in order to be successful in the widest sense.*

Pedagogy is the process we use to teach children – *or in other words to 'deliver' the curriculum. We adapt our activities, questioning, conversations and even our choice of resources to help shape a child's own way of gaining the knowledge, skills and behaviours they need.*

Assessment is how we know this is working, and how we understand the children well enough to understand what 'curriculum' they need and what 'pedagogy' is likely to be most effective in delivering it.

https://family.co/blog/the-child/build-your-own-curriculum/?utm_source=es-email&utm_medium=email&utm_campaign=ES%20Email%20%5BUK%5D%3A%20Weekly%20&utm_content=Module%201&autopilot_id=info@earlyyearsatters.co.uk

Effective Pedagogy

Clearly, effective pedagogy must meet the needs of each child, whilst meeting the requirements of the different statutory requirements in this case, in relation to outcomes at the end of Year 1. How this is managed will be different for different classes and cohorts of children, and it will vary from school to school. EYFS practice is based around the principles of children's uniqueness and competence, the significance of positive relationships and the important role of enabling environments. Indeed, all effective teaching and learning will have the individual pupil at its centre, recognising that every interaction and action with their teachers has an impact upon children, whilst the environment, which is both physical and emotional provides the context in which learning takes place. If a child is able to locate resources and identify their own problems they will engage in learning which interests them and leads them to newer and more complex heights, whereas the child who has to rely on the teacher setting all the problems and being central to the action learns to wait to be told what to do. The following poem, *The Boy*, is a reminder of how creativity can be stifled when teachers expect something must be done in a certain way.

THE BOY

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door
outside,
He was happy.
And the school did not seem
Quite so big any more.
One morning,
When the little boy had been in school
a while,
The teacher said:
“Today we are going to make a
picture.”
“Good!” thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
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Trains and boats –
And he took out his box of crayons
And began to draw.
But the teacher said:
“Wait! It is not time to begin!”
And she waited until everyone looked
ready.
“Now,” said the teacher,
“We are going to make flowers.”
“Good!” thought the little boy,
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue
crayons.
But the teacher said,
“Wait! And I will show you how.”
And she drew a flower on the
blackboard.
It was red, with a green stem.
“There,” said the teacher.
“Now you may begin.”
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The little boy looked at the teacher’s
flower.
Then he looked at his own flower,
He liked his flower better than the
teacher’s.
But he did not say this,
He just turned his paper over
And made a flower like the teacher’s.
It was red, with a green stem.
On another day,
When the little boy had opened
The door from the outside all by
himself,
The teacher said,
“Today we are going to make
something with clay.”
“Good!” thought the boy.
He liked clay.
He could make all kinds of things with
clay:
Snakes and snowmen,

Elephants and mice,
Cars and trucks –
And he began to pull and pinch
The little boy learned to wait
And to watch,
And to make things just like the
teacher.
And pretty soon
He didn't make things of his own
anymore.
Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.

This school was even bigger
Than the other one,
And there was no door from the
outside
And the very first day
He was there, the teacher said,
“Today we are going to make a
picture.”
“Good!” thought the little boy,
And he waited for the teacher
To tell him what to do
But the teacher didn't say anything.
She just walked around the room.
When she came to the little boy,
She said, “Don't you want to make a
picture?”
“Yes,” said the little boy.

“What are we going to make?”
“I don't know until you make it,” said
the teacher.
“How shall I make it?” asked the little
boy.
“Why, any way you like,” said the
teacher.
“And any color?” asked the little boy.
“Any color,” said the teacher,
“If everyone made the same picture,
And used the same colors,
How would I know who made what,
“And which was which?”
“I don't know,” said the little boy.
And he began to draw a flower.
It was red, with a green stem.

~ Helen E. Buckley

Progression in Learning

It is important to be clear what progression looks like, when thinking about children's learning at this very significant stage. For example, the tables below shows progression in Literacy from EYFS into English and Mathematics in the National Curriculum:

LITERACY PROGRESSION EYFS to Y1 (Note red text indicates ELGs)

EYFS	Year 1
Word Reading <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. <p><i>Children</i></p> <ul style="list-style-type: none"> <i>read and understand simple sentences.</i> <i>use phonic knowledge to decode regular words and read them aloud</i> <i>accurately also read some common irregular words.</i> 	Word Reading <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.
Comprehension <ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p><i>Children demonstrate understanding when talking with others about what they have read.</i></p>	Comprehension <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.
Transcription: Spelling <ul style="list-style-type: none"> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	Transcription: Spelling <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound

	<ul style="list-style-type: none"> – add prefixes and suffixes: – using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs – using the prefix un– – using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] – apply simple spelling rules and guidance, as listed in English Appendix 1 – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Transcription: Handwriting	Transcription: Handwriting
<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space.</i> • <i>They handle equipment and tools effectively, including pencils for writing.</i> 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> – sit correctly at a table, holding a pencil comfortably and correctly – begin to form lower-case letters in the correct direction, starting and finishing in the right place – form capital letters – form digits 0-9 – understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
Composition	Composition
<ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • <i>Children use their phonic knowledge to write words in ways which match their spoken sounds.</i> 	<p>Pupils should be taught to write sentences by</p> <ul style="list-style-type: none"> – saying out loud what they are going to write about – composing a sentence orally before writing it – sequencing sentences to form short narratives – re-reading what they have written to check that it makes sense – discuss what they have written with the teacher or other pupils – read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary, Grammar and Punctuation	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • <i>They also write some irregular common words.</i> • <i>They write simple sentences which can be read by themselves and others.</i> • <i>Some words are spelt correctly and others are phonetically plausible.</i> 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by</p> <ul style="list-style-type: none"> – leaving spaces between words – joining words and joining clauses using and – beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark – using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ – learning the grammar for year 1 in English Appendix 2 – use the grammatical terminology in English Appendix 2 in discussing their writing.

MATHEMATICS PROGRESSION EYFS to Y1 (Note red text indicates ELGs)

EYFS	Year 1
Number and place value	Number and place value
<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 	<p>Pupils should be taught to:</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>

<ul style="list-style-type: none"> Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. . . <p>Early Learning Goal <i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</i></p>	<p>read and write numbers from 1 to 20 in numerals and words.</p>
Addition and subtraction	Addition and subtraction
<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p><i>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</i></p>	<p>Pupils should be taught to:</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as</p> $7 = \square - 9.$
Multiplication and division	Multiplication and division
<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><i>They solve problems, including doubling, halving and sharing.</i></p>	<p>Pupils should be taught to:</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>
Fractions	Fractions
<p><i>They solve problems, including doubling, halving and sharing.</i></p>	<p>Pupils should be taught to:</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
Measurement	Measurement
<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. <p>Early Learning Goal</p>	<p>Pupils should be taught to:</p> <p>compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>time [for example, quicker, slower, earlier, later]</p> <p>measure and begin to record the following:</p> <p>lengths and heights</p>

<p><i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i></p> <p><i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>	<p>mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
Properties of shapes	Properties of shapes
<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. <p>Selects a particular named shape.</p>	<p>Pupils should be taught to:</p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>
Position and direction	Position and direction
Can describe their relative position such as ' <i>behind</i> ' or ' <i>next to</i> '.	Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns.

(For further examples of progression from EYFS into Key Stage 1 see Appendix 2)

Transition audit and action planning

The greatest, or worst differences, between EYFS and Key Stage 1, have been characterised as substantially different from one another – and this is the case in some schools, however, many schools do not take this approach, nevertheless, the information which follows may prompt discussion between colleagues and may be a useful starting point in transition meetings and when transition policy is being discussed:

RECEPTION	YEAR 1
<ul style="list-style-type: none">• A focus on learning	<ul style="list-style-type: none">• A focus on teaching
<ul style="list-style-type: none">• Active, play based curriculum	<ul style="list-style-type: none">• Passive, taught curriculum
<ul style="list-style-type: none">• Integrated learning	<ul style="list-style-type: none">• Subject based learning
<ul style="list-style-type: none">• Small group activities (adult-led & independent)	<ul style="list-style-type: none">• Whole class teaching
<ul style="list-style-type: none">• Responsive to children's different learning styles and interests	<ul style="list-style-type: none">• Whole class teaching
<ul style="list-style-type: none">• Child initiated learning	<ul style="list-style-type: none">• Adult directed activities
<ul style="list-style-type: none">• More adults	<ul style="list-style-type: none">• Fewer adults
<ul style="list-style-type: none">• Ongoing access to an outdoor learning environment	<ul style="list-style-type: none">• Timetabled playtime
<ul style="list-style-type: none">• Examples of learning and assessments are developed & inform planning	<ul style="list-style-type: none">• Exercise books are used extensively and children's books are filled with similar examples of work – for example: labels of the human body

A Transition Policy, which has been formulated in consultation with all parties, including children will set out the school's intentions for transition. In the same document the school states its purpose as:

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage 1.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- To ensure that children follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and children about the transition process.

Beyond this it states the principles that underpin the policy as the following:

- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs of the children.
- Development Matters in the EYFS and associated data and documentation should be valued as an effective assessment tool and used to personalise learning and identify next steps during the Autumn Term of Year 1.
- Children should enjoy the new challenges and approaches to learning of Year 1.
- Transition should motivate and challenge children.
- Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum. (Garlinge Primary School and Nursery)

Putting these aims and principles into practice means a commitment in the school to the following:

- Progress is maintained across and through the transition
- An appropriate curriculum is provided for each child in relation to their needs
- Transition is recognised as a process, rather than an event (like moving up afternoon)
- That parents and children are informed about the process
- Approaches to teaching and learning are harmonised – that is, that there isn't a sudden turn in the road, away from play-based learning to formal adult-led learning approaches
- Findings from EYFS assessments should inform children's 'next steps' during the Autumn Term of Year 1
- The opportunities and experiences for learning in Year 1 should be challenging, yet enjoyable to children
- Transition should encourage children in their desire to learn
- Communication is key to planning a successful transition process
- There should be a gradual shift from the EYFS into a more formal curriculum in Year 1

Thinking about these aims and principles the following areas could be explored:

- Teachers' understanding of similarities and differences between EYFS and KS1 practice
- The environment for learning – featuring some familiar aspects of EYFS in Key Stage 1
- Pedagogy – approaches to teaching and learning; effectiveness of different strategies
- Ways of developing curriculum continuity from EYFS into Key Stage 1
- Assessment and sharing of information – including parent conferences

From these discussions it may be possible to create an action plan, listing issues that could influence transition:

SAMPLE ACTION PLAN

Aim	Action to be taken	By Whom	What success will look like	Completed date
Assessment is accurate and records from team meetings and child and parent feedback and conferences inform planning	EYFS and Year 1 teams meet to identify the starting points of each child, focusing initially on ensuring children's emotional needs are identified and fully understood. Year 1 teachers develop an understanding of children that will join their class from September 2020.	EYFS and KS 1 leads	There is a shared understanding of assessments used in EYFS Year 1 teachers are aware of each child's learning strengths and needs The views of parents and children have been obtained and are referred to and valued 'Hopes and wishes' for children are displayed and referred to by teachers, parents and children	July 2020 July 2020 July 2020 September 10 th 2020
To ensure that there is continuity between learning experiences from EYFS to Year 1	Year 1 staff observe practice in EYFS Reflect on children's achievements and identify Characteristics of Effective learning observed	EYFS lead and KS1 lead plan observation and reflection transition team meetings	Year 1 staff: Recognise different ways children learn in EYFS EYFS staff: Share curriculum plans with Y1 All staff will be clear about links between core areas eg PSHE, Literacy, Mathematics	Transition meetings from February 2020 to July 2020 Observation during Summer term end date: 30 th June 2020
Identify areas of provision to be created in Year 1 that mirror EYFS provision eg book	In Autumn Term, plan learning opportunities in areas of provision Set up areas of provision that are familiar to EYFS children as they start in Year 1	EYFS lead and KS1 lead with teams	The Year 1 classroom has familiar features that are recognisable to children from EYFS Some resources are familiar to the children in Year 1 as they previously	Areas of provision set up in Y1 class 1 st September 2020

area, construction area, learning wall etc	EYFS loan familiar resources to Y1 if necessary		had them in EYFS – this might include a Persona doll in school uniform which has progressed from EYFS into Y1	
Consider different curriculum opportunities to bridge the gap – across key areas such as PSHE, Literacy, maths	Staff share objectives for subjects such as literacy, agreeing a text that will feel familiar but different for Year 1 eg Jack and the Beanstalk in final term of EYFS and & Jim and the Beanstalk for Autumn Term in Year 1	EYFS lead and KS1 lead with teams	Y1 teachers will be able to build on work started in EYFS – based on knowledge from observations Children will be confident in recalling and remembering aspects of story, setting, problem, resolution.	Half term: 20 th October 2020
Aim	Action to be taken	By Whom	What success will look like	Completed date
To develop the use of independent learning through play-based approaches into Year 1	Year 1 timetable to build in time for independent learning opportunities in well-planned and resourced areas of provision CPD to be provided to support teams	KS 1 lead EYFS Lead	Greater consistency between EYFS and KS1, reflecting a shared approach to teaching and learning Play and learning are valued and teams understand how to support children's learning through play Pedagogy is adaptive and appropriate to meet the diverse needs of all children, delivering personalised learning.	September 1 st 2020

Based on Transition: Bath and North East Somerset (2018)

ACTION PLAN TEMPLATE

Aim	Action to be taken	By Whom	What success will look like	Completed date

Conclusion

The approach to teaching and learning, particularly in September 2020, must take account of the following:

- Children's needs and prior experiences
- Children's emotional states and any anxieties – such as fear of somebody sneezing, or becoming ill
- Children's attainment – identified through consulting with parents and EYFS teachers
- Children's learning needs – across all areas of the EYFS initially, then in relation to the start of the National Curriculum
- The fact that children have missed out on so many social events and rites of passage – such as school assemblies, concerts, sports' days, opportunities to cement friendships
- Children's loss of self-belief about being 'more grown-up' not having experienced nursery children visiting
- Speed may not be the way forward in making up for lost learning – it will be more important to ensure children feel secure, safe and confident in the new environment so that they are free to learn – because children who are worried or anxious won't have the headspace to learn efficiently.
- Finding ways to harness children's natural motivation to find out, explore and learn which they love to do (as demonstrated through the Characteristics of Effective Learning) (See Appendix 3)
- Recognition that whilst there can't be 'business as usual' most of the children will be excited and keen to start in Year 1
- It will make life much easier if the children join an environment that has some sense of familiarity – try displaying the books that they last had as core texts in literacy alongside some props such as three spoons and plastic bowls!

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APPENDIX 1

THE LEUVEN SCALES FOR WELL-BEING AND INVOLVEMENT

The Leuven Scales for Well-being			The Leuven Scales for Involvement		
Level	Well-being	Signals	Level	Involvement	Signals
1	Extremely low <i>Upset, not responding to environment, avoids contact</i>	<p>The child clearly shows signs of discomfort:</p> <ul style="list-style-type: none"> whines, sobs, cries, screams; looks dejected, sad or frightened, is in panic; is angry or furious, throws objects, hurts others; sucks thumb, rubs its eyes, needs comforter doesn't respond to the environment, avoids contact, withdraws; hurts him/herself: bangs head, throws him/herself on the floor. 	1	Extremely Low <i>Simple, repetitive, passive, no cognitive demand</i>	<p>The child hardly shows any activity:</p> <ul style="list-style-type: none"> no concentration: staring, daydreaming; an absent, passive attitude; no goal-oriented activity, aimless actions, not producing anything; no signs of exploration and interest; not taking anything in, no mental activity.
2	Low	<ul style="list-style-type: none"> The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time 	2	Low <i>50% of time non activity and not concentrating</i>	<p>The child shows some degree of activity but which is often interrupted:</p> <ul style="list-style-type: none"> frequent interruptions in concentration: looks away during the activity, fiddles, dreams; is easily distracted; involvement is not enough to return to the activity action only leads to limited results.
3	Moderate	<ul style="list-style-type: none"> The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort. 	3	Moderate <i>Busy but at a routine level, energy lacking, concentration at a routine level</i>	<p>The child is busy the whole time, but without real concentration:</p> <ul style="list-style-type: none"> routine actions, attention is superficial; is not absorbed in the activity, activities are short lived; limited motivation, no real dedication, does not feel challenged; the child does not gain deep-level experiences; does not use his/her capabilities to full extent; the activity does not address the child's imagination.
4	High	<ul style="list-style-type: none"> The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. 	4	High <i>Resumes activity after interruption, not distracted from activity</i>	<p>There are clear signs of involvement, but these are not always present to their full extent:</p> <ul style="list-style-type: none"> the child is engaged in the activity without interruption; most of the time there is real concentration, but during some brief moments the attention is more superficial; the child feels challenged, there is a certain degree of motivation; the child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely High	During the observation the child is enjoying his/herself, in fact he/she feels great:	5	Extremely High	<p>During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:</p> <ul style="list-style-type: none"> is absolutely focussed, concentrated without interruption;

	<p><i>Relaxed, confident, open and receptive to environment</i></p>	<ul style="list-style-type: none"> looks happy and cheerful, smiles, beams, cries out with pleasure; is spontaneous, expressive and is really him/herself; talks to his/herself, plays with sounds, hums sings; is relaxed, does not show any signs of stress or tension; is open and accessible to the environment; is lively, full of energy, radiates; expresses self-confidence and self-assurance. 		<p><i>Whole observation concentration, creativity, energy and persistence present</i></p>	<ul style="list-style-type: none"> is highly motivated, is strongly attracted by the activity, perseveres; even strong stimuli cannot distract him/her; is alert, has attention for details, shows precision; its mental activity and experience are intense; the child constantly addresses all its capabilities: imagination and mental capacity are in top gear; obviously enjoys being engrossed in the activity.
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APPENDIX 2

It is important to be clear what progression looks like, when thinking about children's learning at this very significant stage. The tables below (Source: Bath and North East Somerset (2018) Supporting Effective Transitions from the Early Years Foundation Stage (EYFS) to Key Stage 1) show how some areas of the curriculum link:

	40-60 months (3 years 4 months to 5 years)	Early Learning Goal	Exceeding the Early Learning Goal	Year One
Self confidence and self awareness	The 40-60 month child is confident to speak to others about own needs, wants, interests and opinions. They can describe self in positive terms and talk about abilities.	The child is confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	The child is confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.	Citizenship: Developing confidence and responsibility and making the most of their abilities The child can: <ul style="list-style-type: none"> • recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • share their opinions on things that matter to them and explain their views; • recognise, name and deal with their feelings in a positive way; • think about themselves, learn from their experiences and recognise what they are good at; • set simple goals.
Managing feelings and behaviour	The 40-60 month child understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the behavioural expectations in the setting. They are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	The child can talk about how they and others show feelings, their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	The child knows some ways to manage their feelings and is beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	Citizenship: Developing good relationships and respecting the differences between people The child can: <ul style="list-style-type: none"> • recognise how their behaviour affects other people; • listen to other people, and play and work cooperatively; • identify and respect the differences and similarities between people; • recognise that family and friends should care for each other; • understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Making relationships	The 40-60 month child Initiates conversations, attends to and takes account of what others say. They explain own knowledge and understanding, and ask appropriate questions of others. They take steps to resolve conflicts with other children, e.g. finding a compromise.	Children play cooperatively taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.	The child can play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.	Citizenship: Preparing to play an active role as citizens The child can: <ul style="list-style-type: none"> take part in discussions with one other person and the whole class; take part in a simple debate about topical issues; recognise choices they can make, and recognise the difference between right and wrong; agree and follow rules for their group and classroom, and understand how rules help them; realise that people and other living things have needs, and that they have responsibilities to meet them; recognise that they belong to various groups and communities, such as family and school.
Listening and Attention	The 40 – 60 month child maintains attention, concentrates and sits quietly during an appropriate activity. He is developing two-channelled attention e.g. can listen and do for a short span.	The child can listen attentively in a range of situations. He listens to stories, accurately anticipating key events and responds to what he hears with relevant comments, questions or actions. He gives his attention to what is being said to him and responds appropriately, whilst still being involved in an activity.	The child can listen to instructions and follow them accurately, asking for clarification if necessary. He listens attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.	Spoken Language (years 1-6): The child can: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others ; select and use appropriate registers for effective communication.
Understanding	The child can respond to instructions involving a two-part sequence. He understands humour e.g. nonsense rhymes or jokes and is able to follow a story without pictures or props. He can listen and respond to ideas expressed by others in conversation or discussion.	The child can follow instructions involving several ideas or actions. He answers 'how' and 'why' questions about his experiences and in response to stories or events.	After listening to stories, the child can express views about events or characters in the story and answer questions about why things happened. He can carry out instructions which contain several parts in a sequence.	
Speaking	The child uses a wide vocabulary and enjoys exploring the meaning and sounds of new words. He uses language to imagine and recreate roles and experiences in play situations. He can introduce a storyline or narrative into his play. The child links statements and can stick to a main theme or intention. He uses talk to organise, sequence and clarify his thinking, ideas, feelings and events.	The child expresses himself effectively, showing awareness of listeners' needs. He uses past, present and future forms accurately when talking about events that have happened or are to happen in the future. He develops his own narratives and explanations by connecting ideas or events.	The child shows some awareness of the listener by making changes to language and non-verbal features. He recounts experiences and imagine possibilities, often connecting ideas. He uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	

Moving and Handling	<p>The child experiments with different ways of moving. He can jump off an object and land appropriately. He negotiates space successfully when playing racing and chasing games with other children, adjusting his speed or changing direction to avoid obstacles. He can travel with confidence and skill around, under, over and through balancing and climbing equipment. He shows increasing control over an object in pushing, patting, throwing, catching or kicking it. This child uses simple tools to effect changes to materials. He handles tools, objects, construction and malleable materials safely and with increasing control. He shows a preference for a dominant hand. He is beginning to use anticlockwise movement and retrace vertical lines. He begins to form recognisable letters. He uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>The child shows good control and coordination in large and small movements. He moves confidently in a range of ways, safely negotiating space. He handles equipment and tools effectively, including pencils for writing.</p>	<p>The children can hop confidently and skip in time to music. He holds paper in position and uses his preferred hand for writing, using a correct pencil grip. He is beginning to be able to write on lines and control letter size.</p>	<p>Handwriting: (see Writing) The child can: Sit correctly at a table and hold a pencil comfortably and correctly; Begin to form lower-case letters in the correct direction, starting and finishing in the right place; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these; Form capital letters (height dependent & alternative formation).</p> <p>Physical Education: Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>The child can:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns.
Health and Self-Care	<p>The child eats a healthy range of foodstuffs and understands need for variety in food. They are usually dry and clean during the day. They show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. They show understanding of the need for safety when tackling new challenges, and considers and manages some risks. They show understanding of how to transport and store equipment safely. They practice some appropriate safety measures without direct supervision.</p>	<p>The child knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>Citizenship: Developing a healthy, safer lifestyle The child can:</p> <ul style="list-style-type: none"> • make simple choices that improve their health and wellbeing; • maintain personal hygiene; • know how some diseases spread and can be controlled; • know about the process of growing from young to old and how people's needs change; • know the names of the main parts of the body; • know that all household products, including medicines, can be harmful if not used properly; • know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Writing	<p>He can write his own name and other things such as labels and captions. He attempts to write short sentences in meaningful contexts. The child gives meaning to marks he makes as he draws, writes and paints. He is beginning to break the flow of speech into words. He can segment the sounds in simple words and blend them together. He links sounds to letters, naming and sounding the letters of the alphabet. He uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p>The child uses his phonic knowledge to write words in ways which match his spoken sounds. He also writes some irregular common words. He can write simple sentences which can be read by himself and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>The child can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. He uses key features of narrative in his own writing.</p>	<p>Transcription: The child can: Name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Use the prefix un– Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Apply simple spelling rules and guidance, as listed in English appendix 1 Handwriting: (see Moving and Handling)</p> <p>Composition: the child can say out loud what they are going to write about composing a sentence orally before writing it; sequence sentences written by others to form short narratives; re-read what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils.</p> <p>Vocabulary, grammar and punctuation: The child can leave spaces between words; punctuate sentences using a capital letter and a full stop and begin to use question mark or exclamation mark; use the grammatical terminology: letter, word, sentence & full stop, capital letter, singular, plural, punctuation; join words and joining clauses using 'and'; use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
Reading	<p>The child can continue a rhyming string; He hears and says the initial sound in words. He can segment the sounds in simple words and blend them together. He knows which letters represent some sounds and links sounds to letters, naming and sounding the letters of the alphabet. The child is beginning to read words and simple sentences. He uses vocabulary and forms of speech that are increasingly influenced by his experience of books. He enjoys an increasing range of books. He knows that information can be retrieved from books and computers</p>	<p>The child reads and understands simple sentences. He can use phonic knowledge to decode regular words and read them aloud accurately. He can also read some common irregular words. He demonstrates understanding when talking with others about what he has read.</p>	<p>The child can read phonically regular words of more than one syllable as well as many irregular but high frequency words. He uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. He can describe the main events in the simple stories he has read.</p>	<p>Word reading: The child can: Apply phonic knowledge and skills as the route to decode words; Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; Read other words of more than one syllable that contain taught GPCs; Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; Re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension: The child develops pleasure in reading, vocabulary and understanding and can: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; Link what they read or hear read to their own experiences; Retell and consider the particular characteristics of key stories, fairy stories and traditional tales; Recognise and join in with predictable phrases; Appreciate rhymes and poems, and recite some by heart; Discuss word meanings, linking new meanings to those already known; Draw on what they already know or on background information and vocabulary provided by the teacher; Check that the text makes sense to them as they read and correct inaccurate reading; Discuss the significance of the title and events; Make inferences on the basis of what is being said and done; Predict what might happen on the basis of what has been read so far; Participate in discussion about what is read to them, taking turns and listening to what others say; Explain clearly their understanding of what is read to them.</p>

Numbers	<p>The child recognises some numerals of personal significance. He recognises numerals 1-5. He counts up to three or four objects by saying one number name for each item. He counts actions or objects which can't be moved. He counts objects to 10, and is beginning to count beyond 10. He counts out up to six objects from a larger group. He selects the correct numeral to represent 1 to 5, then 1 to 10 objects. He counts an irregular arrangement of up to 10 objects. He estimates how many objects he can see and checks by counting them. He uses the language of 'more' and 'fewer' to compare two sets of objects. He finds the total number of items in two groups by counting all of them. He can say the number that is one more than a given number. He finds one more or one less from a group of up to five, then ten objects. He is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion. He records his thinking using marks that he can interpret and explain. He begins to identify his own mathematical problems based on his interests and fascinations.</p>	<p>The child can count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, he can add and subtract two single-digit numbers and count on or back to find the answer. He solves problems, including doubling, halving and sharing.</p>	<p>The child estimates a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Number and Place value: The child can Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; given a number, identify one more and one less; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words;</p> <p>Addition & Subtraction The child can Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; add and subtract one-digit and two-digit numbers to 20, including zero; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Number: Multiplication & Division The child can Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Fractions The child can Recognise, find and name a half as one of two equal parts of an object, shape or quantity; recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
Space Shape and Measure	<p>The child is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe them. He can select a particular named shape. He can describe his relative position such as 'behind' or 'next to'. He orders two or three items by length or height, weight or capacity. He uses familiar objects and common shapes to create and recreate patterns and build models. He uses everyday language related to time and is beginning to use everyday language related to money. He orders and sequences familiar events and measure short periods of time in simple ways</p>	<p>The child can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. He recognises, creates and describes patterns. He explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>The child estimates, measures, weighs and compares and orders objects and talks about properties, position and time.</p>	<p>Measurement The child can compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass/weight (for example, heavy/light, heavier than, lighter than) Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time [for example, quicker, slower, earlier, later] The child can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) The child can recognise and know the value of different denominations of coins and notes; The child can sequence events in chronological order using language (e.g., before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening); The child can recognise and use language relating to dates, including days of the week, weeks, months and years; The child can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Geometry – properties of shapes The child can recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Geometry – position and direction The child can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>

APPENDIX 3

The Characteristics of Effective Learning		
Playing and Exploring (Engagement)	Active Learning (Motivation)	Creative and Thinking Critically (Thinking)
Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	Having their own ideas <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	Making links <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
Being willing to 'have a go' <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	Choosing ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

APPENDIX 4

Suggestions for Keeping Everybody safe in early years and childcare settings can be found at:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

It is really important to be aware of this guidance and to keep up to date with any changes as guidance changes from time to time.

It will certainly be a challenge to maintain learning environments that are both appealing to children and hygienic.

This suggests that it may be sensible to reduce the resources and ensure that any that are used are cleaned frequently on a regular basis and then thoroughly cleaned as different groups of children use them.

If in doubt consult the guidance above and check the government websites regularly!

STAY SAFE!