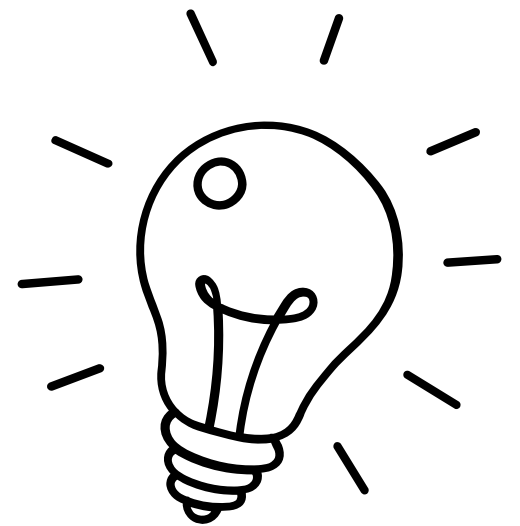
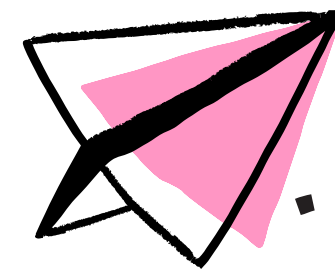
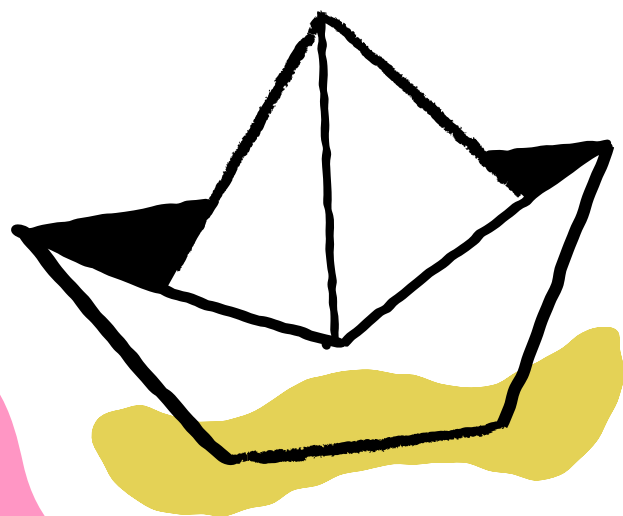




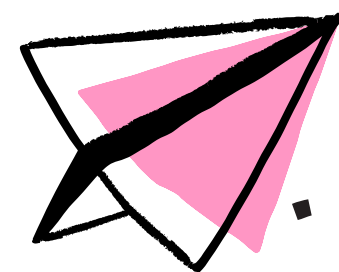
EYFS TO YEAR 1 TRANSITION

Understanding Year 1 at St. Mary's

* Mrs Hodgson & Mrs Mallabar *



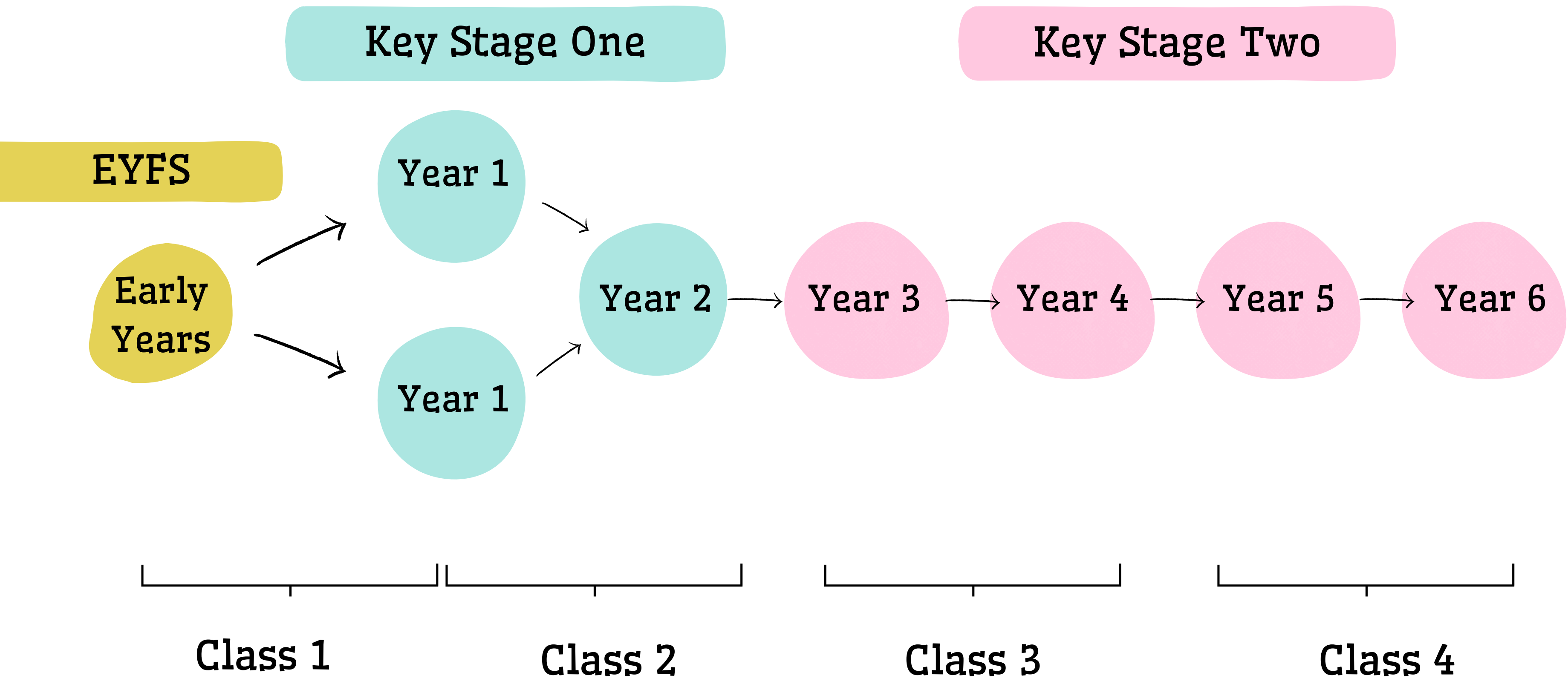
Welcome



Our aims

- Introductions
- Explanation of the Year 1 cohort split – why they split and how this works
- How we decide where to place the children
- What happens next – how you will be informed of our decision
- Questions

Class Breakdowns



Department for Education stipulate legal limit of 30 pupils per KS1 Class

What it looks like...

St. Mary's CVA, New Mills – EYFS to Year 1 Transition

Curriculum

All the year one pupils follow the National Curriculum for Y1 in both classes. Teachers plan closely together and topics across foundations subjects align.

Core Lesson Split

The year one pupils join together daily for their teaching of phonics and maths. Input here is from staff across the key stage 1 team.

Break Time / Free Time

The children will be in the same shared playground for break and lunch, allowing them to play with each other and friends from other year groups.

Trips

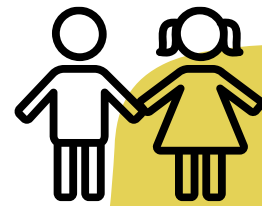
Additional activities

Throughout the year, the children have the opportunity to take part in different trips and activities. Sometimes these will be as a full cohort or key stage (eg summer trip) and other times it may be as a class (eg a sports event at the leisure centre).

We ensure that the opportunities across the year are equally shared, so that all children have the best and most appropriate experience.

What factors are considered

St. Mary's CVA, New Mills – EYFS to Year 1 Transition



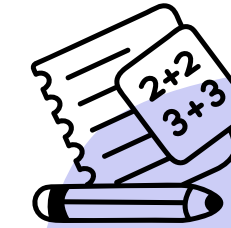
Incoming Cohort Numbers

Incoming numbers will dictate the number of places we can allocate in Class 1 due to the KS1 maximum class size (30).



Social Emotional Needs

Consider development opportunities (eg through interactions through play, being an older role model vs having older role models)



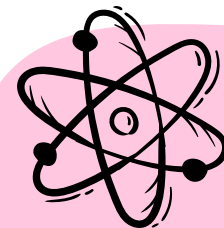
Learning Style / Environment

Class 1 – provision and opportunities to practice skills and learn through play.
Class 2 – moving towards more formalised learning with fewer play based opportunities (due to lack of EYFS provision)



Independence

Confidence and independence in areas such as learning, following instructions, following routines and building self-sufficiency.
(eg toilets inside class in c1, out on corridor and shared with c3 in c2)



Academic

Academic ability revolves around learning styles, thriving in smaller groups, challenge, reading independence, mark making, environment inputs, adults in the classroom



Friendships

Try to keep friendship groups together where possible.
Trust teacher observations – can play out differently in the classroom/learning environment vs playground and free play

What happens between now and Easter ✨ *

Continued
observations
from staff



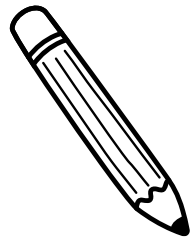
Spring
Parents
Evening
Touch in



Confirmation
of numbers
for next year
cohort intake



Final stages and how you will be informed



1

Staff Discussion & Decision

Staff look at the confirmed spaces available in Class 1 and Class 2 and discuss pupil needs (teachers and support staff).

Class teachers then meet with SLT to finalise a placement that affords all children the best opportunity to thrive.

2

Email to Parents

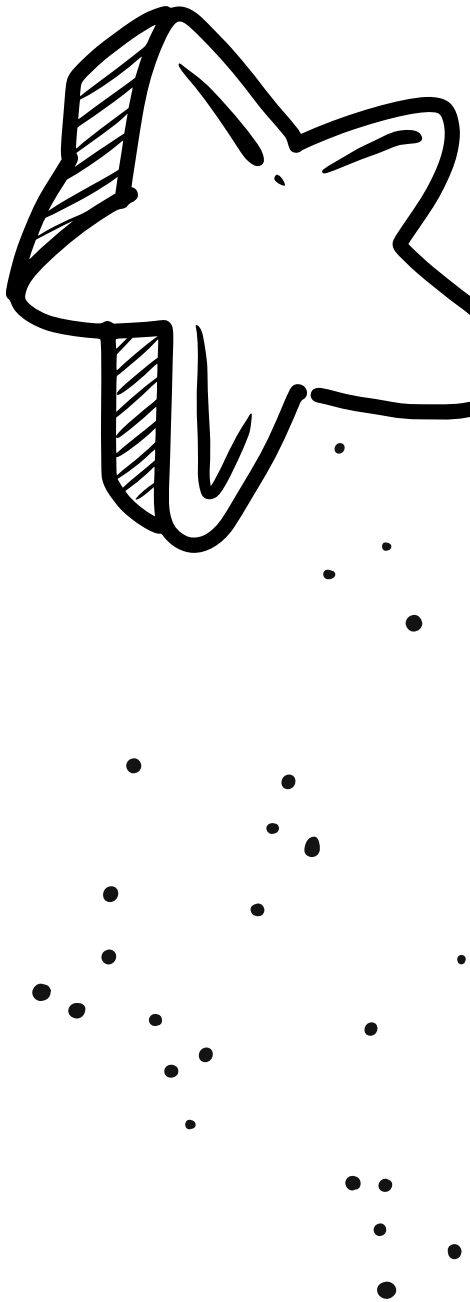
Parents and carers will be informed of the school's decision on the same day by letter that will be sent via email, ensuring everyone is sent the information on the same date/time.

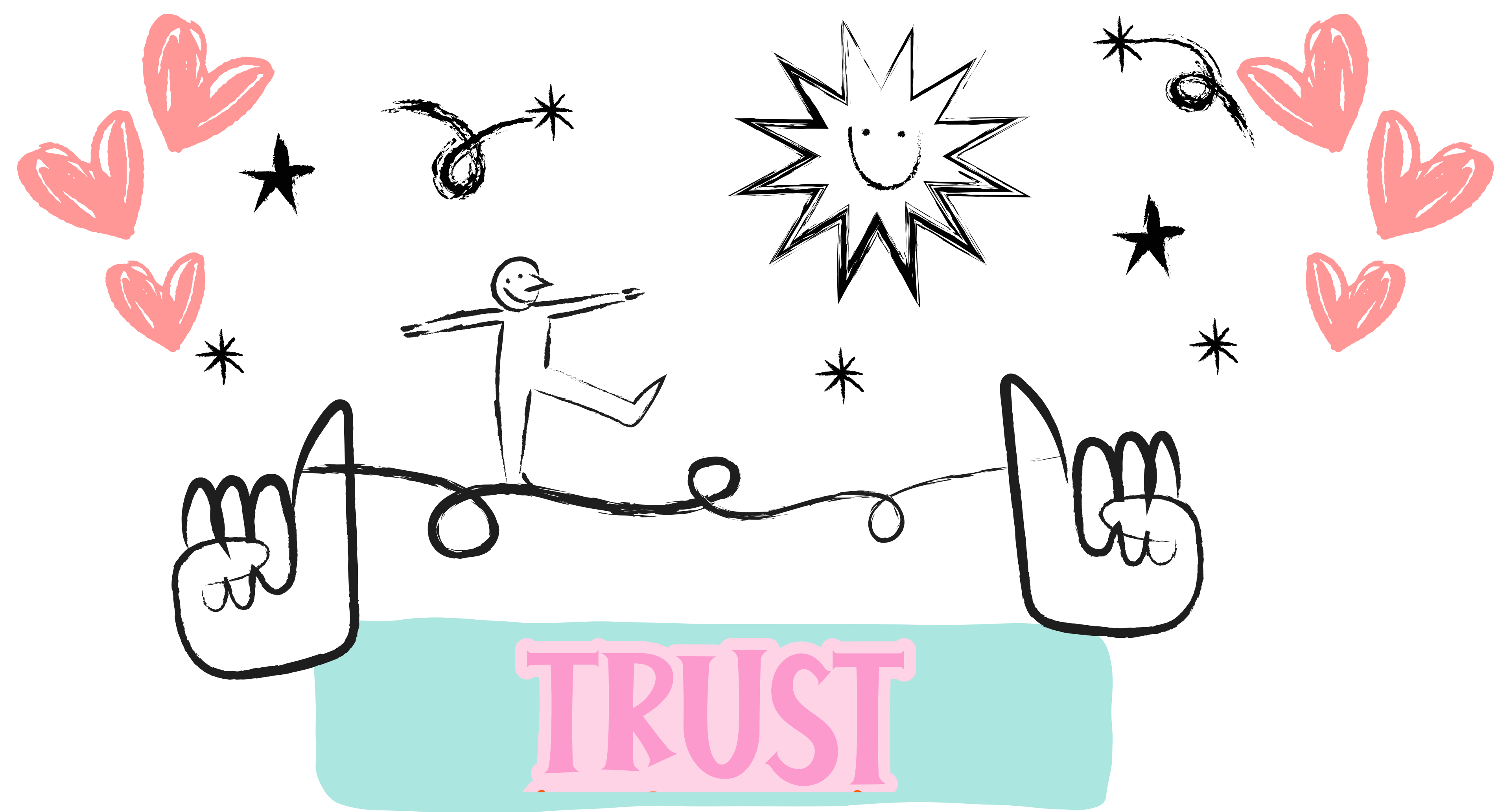
3

Transition Days

In the summer term, all pupils take part in transition days in their new classes. Those joining Class 2, will have 3 1/2 day transitions in Class 2 with Mrs Mallabar and the Year 2 pupils.

Those joining Class 1 as year 1s will have 3 1/2 day transitions with Mrs Hodgson and the new reception children.





Any Questions?



info@nmm.srscmat.co.uk