



# Transition from Reception class to a mixed Year 1/2 class





Although some may think otherwise, there are many similarities in the style of provision in Reception and Key Stage 1:

- A strong focus on learning
- Whole curriculum learning
- Responds to individual learning styles
- Small, differentiated, group activities

However, there are some differences:

- Child initiated activities
- Ongoing access to an outdoor learning environment



*Anne O'Connor,  
Understanding  
Transition*

When children are supported through change by a smooth transition process they are enabled to:



- feel a sense of belonging
- feel held in mind
- feel like a fish in water
- are ready, willing and able to make the most of the new situation

*Anne O'Connor, Understanding Transition*

So what are we doing to ensure a smooth transition into Year 1/2?





# Routines and Resources

- Ensure Reception and Y1/2 classrooms are next to each other
- Develop shared outdoor area for Reception and KSI
- Develop similar routines and timetables in Y1/2 to Reception
- Encourage shared use of resources across the two year groups
- Purchase play based resources for Y1/2
- Organise Y1/2 learning environment to support play based learning
- Develop themed role-play areas in all KSI classes



# Staffing

- Share Foundation Stage Profile - the assessment process and how the data should be used
- Provide opportunities for Y1/2 TAs to work in Reception classes at the end of the summer term
- Visit other schools to review transition practice



# Children

- Organise transition days/sessions for children to meet new teacher and visit new classroom
- Allow children to mix socially between year groups at mealtimes/playtimes
- Introduce Key Stage 1/Reception buddies
- Create a display of Reception children's work in their new Y1/2 classroom at the end of the summer term
- Establish joint activities between year groups; shared reading, phonics trips, events





# How will the Year be set up?

- Three mixed year 1/2 classes
- streamed maths and English by ability Top/ Middle and Bottom to which year 1 and 2 children are in each
- opportunities for directed activities for lower ability year 1 in spare classroom during maths and English and child initiated afternoon in groups.
- TA's supporting middle and lower ability groups in maths and English in the morning
- TA's interventions etc afternoons

Any Questions?