



## **Supporting effective transitions from the Early Years Foundation Stage (EYFS) to Key Stage 1**

The transition between the final year of the Early Years Foundation Stage and the first year of Key Stage 1 is a significant process of change for all children.

Moving between or across two curricula, which may embody significantly different styles of provision and pedagogy can be a challenge for educators, children and parents.

Getting this transition right is essential for ensuring children are able to build on the learning and development fostered within the early years, providing them with a strong foundation from which they can flourish in all areas of the curriculum and beyond.

This guidance, developed by the early years staff team, children and families from St Andrews Primary School, Bath, in collaboration with the Early Years Service, Bath & North East Somerset Council, is intended to offer support to schools and educators in planning and facilitating a smooth transition for all children. The materials aim to provide guidance on curriculum continuity in literacy and maths, as well as tracking the development of the Prime areas of learning and development into Key Stage 1. Through a detailed transition audit, this document also aims to offer schools and early years settings support in developing a smooth transition process that responds to the needs of their particular community, setting and cohort.

The document is divided in to four key sections:

1. Aims and principles of a smooth transition
2. Understanding transition: The experiences of teachers, parents and children
3. Curriculum continuity
4. Transition audit and action planning

## Section 1: Aims and principles of a smooth transition

A smooth transition is vital for children to experience a positive start to their Key Stage 1 experience. Opportunities to extend and build on the practices and pedagogies fostered within the Early Years Foundation Stage are vital to ensure children become successful learners in Year 1. This is not as simple however as recreating an early years environment in the Year 1 classroom. It is about careful preparation and communication, ensuring best practice is shared between the Key Stages. It is essential there is a clear vision of what high quality learning in Year 1 looks like and how this relates to the practices and pedagogies fostered in the Early Years Foundation Stage.

Bayley and Featherstone (2014) tell us that responsibility for a smooth transition from the EYFS to Year 1 does not lie solely in changing the practice of teacher in Year 1. They say, "It needs shared effort. Foundation Stage practitioners, parents and children themselves need to work in partnership with teachers and classroom assistants in Year 1 to ensure success in one of the most exciting and challenging changes children face" (p5).

Establishing this shared effort takes focused work from schools and early years settings. It is important that this transition is guided by shared aims and principles, such as those suggested in the list below.

- Planning for the transition from the EYFS to Key stage 1 should try to preserve the best of Foundation Stage practice, whilst recognizing that Key Stage 1 is different;
- Transition processes should try to ensure a smooth progression in the style of provision, not making it different too quickly;
- Change should be introduced gradually, ensuring children are able to feel secure, comfortable and successful;
- Communication and collaboration between Foundation Stage and Year 1 staff should ensure vital information is transferred;
- Transition planning should take account of individual needs, including those of vulnerable children and families;
- Parents and carers should be involved in the transition process;
- The style of provision should support the gradual shift to more adult-led styles of teaching and learning in Key Stage 1, in particular in Literacy and Maths;
- Teaching and learning should recognize and support the different learning styles of *all* children;
- Teaching and learning should be based on the best of what we know about how children learn across the birth to 7 age range.

(Adapted from Bayley and Featherstone, 2014)

The aims and principles that guide transition will be different for individual schools, responding to the needs of their particular children and communities. This list should therefore be adapted, developed and interpreted to suit particular needs and contexts.

## **Section 2: Understanding transition - The experiences of parents and children**

In developing these materials, parents and children were consulted in order to better understand their thoughts and feelings about the transition from the Early Years Foundation Stage to Year 1.

### **Consulting with parents**

Parents of current reception aged children were invited to share their perceptions of the potential changes and differences they might experience with their children. The intention of this consultation was to better understand, from a parents perspective, what information and support would be useful in supporting families during this transition. In general, parents were aware that the transition from EYFS to Year 1 would involve a change in their child's daily school experience, many anticipating a shift towards increased formality and fewer opportunities to engage in play based learning. Particular areas in which parents expressed interest or concern were:

**Changes to the structure and routine of the day.** Parents were keen to know details about any significant changes to the structure of their child's day. These included any changes in arrangements for the beginning and end of the school day – will the timings of the day change? Will the children be dropped of and picked up from a different part of the school? Will they be able to come into the classroom with their child at the beginning of the day? This information was important to parents as it allowed them to begin thinking about how they could best prepare their child, for example gradually changing their morning drop off routine towards the end of Reception in order to prepare the children for differences in routine in September.

**Supporting their children as they progress.** Parents were interested in the changes they could expect in terms of the content and style of children's learning. They were keen to understand more about how they could best support their children's learning and how this support might look different as the children move into Year 1. When children would begin to be given homework and the form this might take was also a concern, with parents keen to know the most effective strategies for supporting their children's learning at home.

**Anticipating and responding to changes.** 'What can I expect as a parent?' As part of this consultation, parents had the opportunity to listen to the experiences of others that had already had a child progress through the transition from the Foundation Stage to Year 1. Parents shared how they had experienced an increase in tiredness in their children, which they associated with the increasing formality of the children's experience. They didn't interpret this as a negative thing necessarily, but were mindful that it was something that had an impact on family routines, such as meal times and bed times, recognizing that during the early part of the year at least, their children needed more sleep in order to be prepared for school the next day. Some parents described their experience of the transition from Reception to Year 1 as a 'bigger and more significant' change than that of starting school.

Questions parents asked about the transition included:

- How much access to outdoor learning will the children have?
- Will the uniform policy change or become stricter?
- How do teachers manage behavior in Year 1?
- What kind of afterschool clubs will be available? What increased opportunities will children have now they are older? E.g. access to clubs and activities.
- What will a typical day look like?
- What opportunities will there be for parents to see the Year 1 classroom before September?
- What can I expect as a parent?

The questions, concerns and ideas of parents will change depending on the context of the school and class. In all contexts however the opportunity for parents to be consulted and to be involved in planning and preparing for the transition is vital. In developing these materials, the parents involved particularly valued the opportunity to share what they described as the 'soft information', the small things that they could only learn from another parent such as anticipating tiredness or the impact on family routines. This information could be vital in shaping a schools transition activities.

### **Children's experiences**

Consulting children about their experience of transition can also provide valuable information in shaping and supporting change. Small groups of Year 1 children were asked to share their experiences, responding to the questions: *What do you remember about being in Foundation Stage? What is different about being in Year 1? How did you feel when you started Year 1?* The children also shared messages for the children who would be starting Year 1 in September. Some of the children's responses are outlined below.

#### **What do you remember about being in Foundation Stage?**

"In reception you got to do lots of fun stuff. I miss going on the bikes and the go-karts."

"In Foundation Stage we did lots of playing."

"You could play with your best friends all the time."

"In Foundation Stage you can play with the sand and do drawing. It's really fun."

"I remember playing lots with my friends. When you're in Foundation Stage you can play more."

### **What is different about being in Year 1?**

“The big playground is really different. We don’t have bikes or anything now.”

“I like being the special person. When you’re in Year 1 you can be more responsible.”

“We have to work harder in Year 1.”

“We have a better climbing frame in Year 1. It’s bigger and there’s more things to do so it’s harder. You can challenge yourself more.”

“We do more work in Year 1 but it’s good because you get older and you know more stuff.”

### **How did you feel when you started Year 1?**

“It was really cool because we borrowed things from Foundation Stage. The dinosaurs were my favourite and we could still play with them.”

“I got really tired because we had to do more work.”

“I didn’t know where to put my coat or where anything was. It was all really different and I had to learn it.”

“When I started I was a little bit happy and excited and a little bit scared. I was scared about being in a new class.”

“I was really happy about being in a new class, but it was a bit confusing too because I didn’t know where anything was.”

### **What message would you give to the children starting in Year 1 next year?**

“I would tell the new children not to be scared because they will have a nice teacher.”

“I would tell the reception children don’t be afraid.”

The children’s responses to an activity like this can highlight the aspects of the transition to Year 1 that are particularly important to them. The children in these groups were aware of the shift in learning style to an increasingly adult led curriculum, and the resulting reduction in opportunities to play. Their responses are valuable in informing further plans for transition, for example building in opportunities to share resources at the beginning of Year 1, making the Year 1 space more comfortable and familiar for the children during their transition.

Consulting children can provide valuable information in shaping transition practices that work effectively for the specific context of each school and cohort.

### Section 3: Curriculum continuity

Children develop at their own rates and in their own ways. As such, many children will enter Year 1 ready to begin working on National Curriculum targets and objectives. Some children however will need continued access to activities and experiences that support them to work towards or within the EYFS Early Learning Goals (ELGs).

Continuity across the EYFS and Key Stage 1 is essential in planning an effective Year 1 learning environment that takes account of the needs of all children. Understanding the progression across subject areas and the links between the Early Learning Goals and the Year 1 programmes of study can support planning for curriculum continuity and can help teachers to understand expectations across the phases.

The following table provides an overview of progression from 40-60 months plus within Development Matters, through the Expected and Exceeding judgments for the ELGs, to the Year 1 objectives. The table includes the ELGs listed below. The other goals may be added later as capacity allows; their omission is not a reflection of them being considered of lesser priority for children's learning and development and should still be planned for with care.

- **Personal, Social and Emotional Development**, linking to Citizenship
- **Communication and Language**, linking to Spoken Language
- **Physical Development** linking to Handwriting, Physical Education and Citizenship
- **Writing**, linking to English (transcription, composition, vocabulary, grammar, punctuation)
- **Reading**, linking to English (word reading, comprehension)
- **Number**, linking to Maths

This is followed by an overview of the Characteristics of Effective Learning. These underpin learning across the EYFS and provide valuable information about how children learn. In supporting a smooth transition it would be valuable for Reception and Year 1 staff to consider how these characteristics will continue to be fostered throughout Key Stage 1 and beyond.

## Aiming High: progression through the ages and stages of learning and development into Year One

Please note: Children develop at their own rates, and in their own ways. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. The development statements should not be taken as necessary steps for individual children or be used as checklists. Children’s development is not linear and children need opportunities to revisit learning and strengthen their developmental pathways.

**All** areas of learning and development, in particular the **prime areas, as well as the characteristics of effective learning**, need to be taken into account as together these build up a holistic picture of the child’s learning and development

	<b>40-60 months (3 years 4 months to 5 years)</b>	<b>Early Learning Goal</b>	<b>Exceeding the Early Learning Goal</b>	<b>Year One</b>
<b>Self confidence and self awareness</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>Citizenship: Developing confidence and responsibility and making the most of their abilities</b></p> <p>The child can:</p> <ul style="list-style-type: none"> <li>• recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>• share their opinions on things that matter to them and explain their views;</li> <li>• recognise, name and deal with their feelings in a positive way;</li> <li>• think about themselves, learn from their experiences and recognise what they are good at;</li> <li>• set simple goals.</li> </ul>
<b>Managing feelings and behaviour</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>Citizenship: Developing good relationships and respecting the differences between people</b></p> <p>The child can:</p> <ul style="list-style-type: none"> <li>• recognise how their behaviour affects other people;</li> <li>• listen to other people, and play and work cooperatively;</li> <li>• identify and respect the differences and similarities between people;</li> <li>• recognise that family and friends should care for each other;</li> <li>• understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</li> </ul>

<b>Making relationships</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>Citizenship: Preparing to play an active role as citizens</b></p> <p>The child can:</p> <ul style="list-style-type: none"> <li>• take part in discussions with one other person and the whole class;</li> <li>• take part in a simple debate about topical issues;</li> <li>• recognise choices they can make, and recognise the difference between right and wrong;</li> <li>• agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>• realise that people and other living things have needs, and that they have responsibilities to meet them;</li> <li>• recognise that they belong to various groups and communities, such as family and school.</li> </ul>
<b>Listening and Attention</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>Spoken Language (years 1-6):</b> The child can:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers;</li> <li>• ask relevant questions to extend their understanding and knowledge;</li> <li>• use relevant strategies to build their vocabulary;</li> <li>• articulate and justify answers, arguments and opinions;</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates;</li> <li>• gain, maintain and monitor the interest of the listener(s);</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others ;</li> <li>• select and use appropriate registers for effective communication.</li> </ul>
<b>Understanding</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<b>Speaking</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	



<p style="text-align: center;"><b>Moving and Handling</b></p>	<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><b>Handwriting: (see Writing)</b> 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 &amp; alternative formation).</p> <p><b>Physical Education:</b>          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"> <li>• 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;</li> <li>• participate in team games, developing simple tactics for attacking and defending;</li> <li>• perform dances using simple movement patterns.</li> </ul>
<p style="text-align: center;"><b>Health and Self-Care</b></p>	<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><b>Citizenship: Developing a healthy, safer lifestyle</b>          The child can:</p> <ul style="list-style-type: none"> <li>• make simple choices that improve their health and wellbeing;</li> <li>• maintain personal hygiene;</li> <li>• know how some diseases spread and can be controlled;</li> <li>• know about the process of growing from young to old and how people's needs change;</li> <li>• know the names of the main parts of the body;</li> <li>• know that all household products, including medicines, can be harmful if not used properly;</li> <li>• know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</li> </ul>

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing</b></p>	<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><b>Transcription:</b> 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 <b>Handwriting: (see Moving and Handling)</b></p> <p><b>Composition:</b> 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><b>Vocabulary ,grammar and punctuation:</b> 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 &amp; 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>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading</b></p>	<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><b>Word reading:</b> The child ca: 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><b>Comprehension:</b> 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>

<b>Numbers</b>	<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><b>Number and Place value:</b> 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><b>Addition &amp; Subtraction</b> 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 <math>7 = \square - 9</math>.</p> <p><b>Number: Multiplication &amp; Division</b> 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><b>Fractions</b> 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>
<b>Space Shape and Measure</b>	<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 '<i>behind</i>' or '<i>next to</i>'. 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><b>Measurement</b> 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]</p> <p>The child can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)</p> <p>The child can recognise and know the value of different denominations of coins and notes;</p> <p>The child can sequence events in chronological order using language (e.g., before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening);</p> <p>The child can recognise and use language relating to dates, including days of the week, weeks, months and years;</p> <p>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><b>Geometry – properties of shapes</b> 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><b>Geometry – position and direction</b> The child can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>

<b>Characteristics of effective learning: Playing and exploring</b>	
<b>How can these characteristics continued to be fostered throughout Year 1 and beyond?</b>	
<b>Playing and exploring - engagement</b>	<p><b>Finding out and exploring:</b> The child shows curiosity about objects, events and people. They use their senses to explore the world around them. They engage in open-ended activity and show particular interests.</p> <p><b>Playing with what they know:</b> The child pretends objects are things from their experience. They represent experiences in their play. They take on a role in their play and act out experiences with other people.</p> <p><b>Being willing to 'have a go':</b> The child initiates activities. They seek challenge and show a 'can do' attitude. They take risks, engage in new experiences and learn by trial and error.</p>
<b>Active Learning - motivation</b>	<p><b>Being involved and concentrating:</b> The child maintains focus on their activity for a period of time. They show high levels of energy and fascination. They are not easily distracted and pay attention to details.</p> <p><b>Keeping on trying:</b> The child persists with activity when challenge occurs. They show a belief that more effort or different approach will pay off. They bounce back after difficulties.</p> <p><b>Enjoying achieving what they set out to do:</b> The child shows satisfaction in meeting their own goals. They are proud of how they accomplished something and not just the end result. They enjoy meeting challenges for their own sake rather than external rewards or praise.</p>
<b>Creating and Thinking Critically - thinking</b>	<p><b>Having their own ideas:</b> The child thinks of ideas and finds ways to solve problems. They find new ways to do things.</p> <p><b>Making links:</b> The child makes links and notices patterns in their experience. They make predictions and test their ideas. They develop ideas of grouping, sequences, cause and effect.</p> <p><b>Choosing ways to do things:</b> The child plans and makes decisions about how to approach a task, solve a problem and reach an end goal. They check how well their activities are going and change strategy as needed. They review how well the approach worked.</p>

## **Section 4: Transition audit and action planning**

Planning is key to a smooth transition. The processes of supporting this smooth transition will be different depending on the context of each individual setting. The following questions are designed to prompt reflection on how effective transition processes can be developed and may provide a useful starting point for schools in developing an action plan. They have been developed from consultation with teachers and aim to prompt reflection across a range of factors that influence transition. They do not form an exhaustive list and there may be other important factors that are specific to the context of individual school.

### **Observation and assessment**

How will Key Stage 1 staff be supported to develop confidence in the use of systematic observation to contribute to assessment?

How will parents and carers be encouraged to contribute to assessment of children's achievements at home?

What opportunities can be created for Foundation Stage and Key Stage 1 staff to moderate assessments, in particular in relation to the EYFSP?

How can the use of online data tracking systems (e.g. School Pupil Tracker Online) support communication and exchange of information between Foundation Stage and Year 1 staff?

### **Planning**

How can opportunities for co-planning between Foundation Stage and Key Stage 1 staff be created to ensure continuity of teaching approaches?

What information about children's interests and fascinations in the EYFS is available to support Year 1 teachers in their planning?

How will information from the EYFS Profile be used to plan children's starting points in Year 1?

How can sharing of Foundation Stage and Year 1 planning formats support continuity through the transition process?

How can planning formats help facilitate a balance of child and adult initiated learning?

### **Routines and the structure of the day**

How can the Year 1 environment create familiarity for the children starting?

How will the daily routine enable opportunities for indoor and outdoor learning?

If the Year 1 classroom doesn't have direct access to an outdoor play space, how will outdoor learning be planned for across the curriculum?

When can opportunities for adults to observe children's self initiated activity be built into the day?

### **Developing a shared understanding of transition**

How will transition process be developed and shared with the whole school?

How will key audiences be supported to understand transition processes and principles? For example, governors, teaching assistants, parents and children.

How can a common language of transition be supported and developed? For example, is there a shared understanding of the concept of child-initiated learning and it's progression across phases?

How can all staff be supported to develop their understanding of the importance of play in children's learning and development?

### **Collaboration**

How will staff in Foundation Stage and Year 1 be enabled to understand the expectations and practices common in each phase?

How will opportunities be enabled for collaboration between Foundation Stage and Year 1 staff? For example peer observation to promote and develop best practice.

### **Working with parents**

How will parents and carers be consulted about the development of transition processes from Foundation Stage to Year 1?

What different strategies for communication with parents and carers will be used throughout the transition process?

How can parents be supported to feel engaged with their child's day to day school experience?

### **The learning environment**

How will teaching and learning opportunities in Year 1 continue to reflect the Characteristics of Effective Learning?

What key resources can be made available for Year 1 classes to provide high quality active learning indoors and out?

How will access to outdoor learning be enabled within the daily routine? What school spaces can be used to enable this access?

How will daily routines be structured to allow a balance of adult led and child initiated learning?



## Action Plan for Transition from Foundation Stage to Key Stage 1

The following is an action plan developed in consultation with Foundation Stage and Key Stage 1 teachers. The sample plan focusses on the priorities for a particular school context and could be adapted to support planning in other schools and contexts. The action plan can be used in conjunction with the transition audit questions in order to help identify areas of priority and need.

### Identified challenges effecting transition from Foundation Stage to Key Stage 1

- Progression: Supporting children to make accelerated progress across the Foundation Stage and Year 1 curriculums; teacher understanding of progress across the stages.
- Sharing information: Ensuring information shared is useful and purposeful; familiarity with progress tracking systems across Foundation Stage and Year 1.
- Pedagogy: Ensuring children continue to have opportunities to develop the Characteristics of Effective Learning; establishing a balance of adult led and child initiated opportunities for learning; developing teacher confidence in establishing opportunities for play based learning and observational assessment in Year 1.
- Environment: Resourcing a rich play based curriculum; ensuring regular access to outdoor learning opportunities.
- Time: Creating time within the expectations of the Year 1 curriculum to observe children engaged in self-initiated play.

Objective	Action	Intended outcomes	Time frame	Person(s) responsible
<b>To create enhanced curriculum continuity between the Early Years Foundation Stage and Key Stage 1.</b>	Year 1 staff to observe practice in Foundation Stage during the summer term. Year 1 and Foundation Stage staff to have time to reflect together about the learning and teaching observed.	Key Stage 1 staff to become more familiar with Foundation Stage practice and pedagogy. For all staff to reflect on how Foundation Stage pedagogy could support children's learning in Year 1 across all subjects.  Foundation Stage and	Summer term 2017-18.	Foundation Stage and Key Stage 1 leaders organise opportunities for peer observation and reflection during the summer term.



	To create opportunities for co-planning between Foundation Stage and Year 1 teachers at the end of reception and beginning of Year 1.	Year 1 teachers develop a better understanding of progression across the stages.  Planning shows coverage across Year 1 and Foundation Stage objectives in order to ensure continuity in children's learning experiences.	Summer term 2017-18. Autumn term 2018-19.	Foundation Stage and Key Stage 1 leaders organise opportunities for co-planning.
<b>To continue the Foundation Stage cycle of observation, planning and assessment within the Year 1 curriculum.</b>	Create opportunities for moderation of EYFS Profile judgements between Foundation Stage and Key Stage 1 staff.	Year 1 teachers develop their understanding of assessment processes used in the Foundation Stage. Year 1 teachers develop their knowledge of each unique learner before September.	Summer term 2017-18	Foundation Stage and Key Stage 1 leaders create opportunities for cross stage moderation.
	Identify appropriate training for year 1 staff to support understanding of observation and documentation, and it's relationship to assessment.  Year 1 timetable to	Year 1 staff feel confident in the use of observation and documentation for assessment across different areas of the Year 1 curriculum.  Year 1 planning	Summer term 2017-18 Autumn term 2018-19  Autumn term 2018-19	Foundation Stage and Key Stage 1 leaders identify appropriate training.  Year 1 teachers, with

	allow opportunities for staff to observe children engaged in self initiated activity.	developed based on children's interests and fascinations.		support of Key Stage 1 leaders and Foundation Stage staff.
<b>To develop the use of play based experiences in teaching and learning across the Year 1 curriculum.</b>	Year 1 timetable structured to allow a balance of adult led and child initiated activity.	To enable the continued use of play as a valuable and integral vehicle for learning.	Autumn term 2018-19.	Year 1 teachers, with support of Key Stage 1 leaders and Foundation Stage staff.
	To create opportunities for sharing resources between Foundation Stage and Key Stage 1.	To create continuity and consistency in teaching and learning for children as they progress from the EYFS to Key Stage 1.	Autumn term 2018-19.	Foundation Stage and Year 1 staff.
	Identify appropriate training for Year 1 staff to develop knowledge and understanding of the role of play in children's learning.	To develop the confidence of Year 1 staff in planning and facilitating play based learning experiences across the Year 1 curriculum.	Summer term 2017-18.	Foundation Stage and Key Stage 1 leaders identify appropriate training.
To develop children's access to outdoor learning within the Year 1 timetable.	To audit outdoor spaces across the school that could support planning for outdoor learning across all areas of the Year 1 curriculum.	Children will have increased access to outdoor learning as part of their day to day learning experience.	Summer term 2017-18 Autumn term 2018-19	Foundation Stage and Year 1 staff.
	To review and develop the Year 1 timetable to	The structure of the day will allow opportunities	Summer term 2017-18 Autumn term 2018-19	Year 1 teachers, with support of Key Stage 1

	create increased opportunities for outdoor learning, including opportunities for child initiated outdoor play.	for children to explore their learning outdoors, and for teachers to observe children's learning in these outdoor spaces.		leaders and Foundation Stage staff.
Evaluation and monitoring:				

## Action Plan for Transition from Foundation Stage to Key Stage 1 (blank)

To be used in conjunction with the EYFS/Key Stage 1 transition audit

Identified challenges effecting transition from Foundation Stage to Key Stage 1				
Objective	Action	Intended outcomes	Time frame	Person(s) responsible
Evaluation and monitoring				

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