



EYFS to Year 1

EYFS end of year outcomes

Based upon the 17 areas of learning

- Speaking
- Understanding
- Listening and Attention
- Managing feelings and behaviour
- Self confidence and self awareness
- Making relationships
- Moving and Handling
- Health and self care
- Writing
- Reading
- Number
- Shape, space and measure
- People and communities
- The world
- Technology
- Exploring and using media and materials
- Being Imaginative



EYFS end of year outcomes



Core areas are assessed first.

- Speaking
- Understanding
- Listening and Attention
- Managing feelings and behaviour
- Self confidence and self awareness
- Making relationships
- Moving and Handling
- Health and self care

Prime areas are assessed next

- Writing
- Reading
- Number
- Shape, space and measure
- People and communities
- The world
- Technology
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- Being Imaginative

EYFS end of year outcomes



Emerging	Expected	Exceeding
Children are working towards the goal.	Children are working in the goal.	Children are working beyond the goal.

Area of Learning		Aspect	Emerging	Expected	Exceeding
Communication and Language	1	Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.			
	2	Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.		✓	
	3	Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		✓	
Physical Development	4	Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.		✓	
	5	Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk 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.		✓	

EYFS end of year outcomes



Emerging	Expected	Exceeding
Children are working towards the goal.	Children are working in the goal.	Children are working beyond the goal.

Children will continue to work on aspects of learning from development matters (EYFS curriculum) to support progress alongside the year 1 curriculum.

EYFS end of year outcomes



Emerging	Expected	Exceeding
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Children will begin the year 1 curriculum.

Data and information is shared with the new teachers to support transition.

EYFS end of year outcomes



Emerging	Expected	Exceeding
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Children will begin the year 1 curriculum.

Transition Process



- Formal handover meeting with key staff (assessment information, behaviour logs, general information about each child)

Dates: Morning 3rd July

All day 4th July

Open eve: Meet the teacher 11th July

Preparation for Year 1



- Reading at home over the summer- Library Summer Reading Project.
- Art activities – help with their fine motor skills, e.g. drawing, scissors, threading.
- Keep talking – modelling good speaking and listening.
- Writing stories or diaries about what they have done (Letter formation).

Class information:



Class structure: The children will stay in their current groups

Teachers: Miss Clement (Miss Galer's Class) and Miss Benton (Mrs MG's class)

Both classes are based in the new building and are accessed via the canopy area.



Phase Leader: Mrs Britton

Contact: email or ring the school office if you need to organise an appointment.

Please contact the class teacher in the first instance. Concerns can be escalated to the Phase Leader.

Same



- structured day
- behaviour expectations and system
- continuous provision for term 1
- phonics
- Sentence Stacking for literacy
- Mastery maths approach
- topic focus






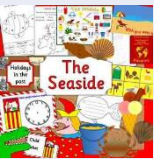


Different

- more formalised morning and longer sessions
- afternoon play (15 minutes)
- tests introduced
- Lunchtimes (not first in)

Curriculum:



Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year One						
Theme	Toys 	Journeys 	Fables and Tales 	Amazing 	Waterworld 	The Seaside 
Subject Focus	History and Science	Geography and Science	DT and Science	Art/ Poetry/ Drama	Science	Geography/Science

Please see the website for copies of documents that relate to the year group

- Year group overview
- Common Exception Words
- KS1: Phonics phases
- Suggested book lists

Morning Routine KS1



- Doors open 8.35am and close at 8.45am
- This will follow the same routine- the children will be dropped off at the door (this will be in the new building, under the blue canopy)
- Morning tasks will be ready for the children

Playtime



- Healthy snack (free fruit for Key Stage One) These need to be taken into the classroom to be kept in the child's tray. The children are not permitted to access their lunchboxes for snacks.
- No chocolate, crisps or nuts.
- Water in a clear, named bottle

Medical



If possible, medicines should be taken outside school hours (e.g. three times a day is manageable outside school times)

Medicines must be:

- Prescribed
- In-date
- Provided in the original container
- Labelled by the pharmacist, and include instructions for administration, dosage and storage.
- Taken to the school office and a form completed.

Parents are responsible for collecting medicine at the end of the school day from the office.

Rewards and sanctions



Four Tier Classroom system

All classes will agree their class rules. In addition to this a class display will be used to move children up/down according to their choices.



Aspire		Respect	
Challenge		Collaborate	

Letter home at the end of term for exemplary behaviour

SANCTION ESCALATION: GUIDANCE TO BE USED IN CONJUNCTION WITH BEHAVIOUR AND ANTI-BULLYING POLICY

Sparkly behaviours: ☆☆☆ Exceptional behaviour and demonstrating school values	Process: ☆☆☆ On sparkly three times a week automatic golden ticket prize. ☆☆☆
Green light behaviours: Following expectation of rules and good behaviour	Process and Potential Sanction: Potential to move to sparkly with continued good behaviour
Green light behaviours: One example of disruptive behaviour Disrespecting adults or other children Ignoring warnings Unsafe behaviour	Process and Potential Sanction: Issue warning Explain Give time for reflection/apology
Amber light behaviours: Ongoing disruptive behaviour Aggression towards other children Deliberate defiance of an adult Deliberate damage to property Inappropriate behaviour affecting another child's learning/wellbeing – repeated/ongoing	Process and Sanction: Investigate and record incident (lunchtime incident-record on slips, pass to relevant staff and file centrally) Inform Phase Leader or Deputy Miss playtime/lunchtime If incidents occur in class, child to be removed from activity, preferably in same room. Children may be sent to another class on some occasions. Miss collective 'treat' Call to parents if necessary – e.g. fighting Instigate behaviour plan
Red light behaviours: Repeated amber light behaviours with behaviour plan or support strategies Unprovoked violence Repeated incidents of fighting	Process and Sanction: Record incident; record witness views Visit to Headteacher Internal or external exclusion for a fixed period

Homework



Reading Record Book

Record comments in diaries regularly.

Reading records will be checked and stamped.

Book changing

There is a set day for your child's group. They should keep a book for at least a week to encourage building fluency. There is a board in class if they need to change their book sooner.

Homework

Focus on key skills and games at home. A booklet will be sent at the start of the year.

We will no longer use the red book after October Half Term

Assessment



We use three main forms of assessment: in-school teacher knowledge (tracking outcomes to key objectives), tests, and national standardised test assessment.

Pupils are only deemed 'at the expected standard' if they have a secure understanding of all the year group key objectives. The standard expectation is high (65% of pupils achieved the expected standard in 2018 at the end of KS1 in R,W,M)

Statutory Assessment

- Year 1 Phonics screening test June 2020

More opportunity to look at phonics resources on **2nd October 2018** as part of the Reception and Year 1 Phonics morning.

What Is The Phonics Screening Check?

Example Of The Check

Practice sheet: Real Words

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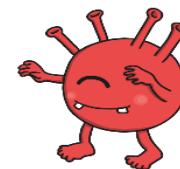
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Practice sheet: Pseudo Words

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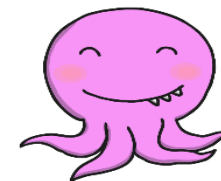
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Sources of information

- Annual Calendar
- School Website-
- Termly Newsletters
- Curriculum overview (website)
- Parentmail/Parentpay
- Parents evenings
- Twitter
- No red books in Y1





Thank you for coming- we look forward to working with you to support your child's education.