



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE
A NORD ANGLIA EDUCATION SCHOOL

Transitions in EYFS and the Lower Primary



Why are transitions important?

- The transitions from home to early childhood education and into school are important milestones for both children and families.
 - The transition into school is especially significant as “readiness” for school is predictive of long-term academic and occupational achievement.
 - For children, successful transitions into and from the early learning environment can be facilitated by a range of approaches such as assisting children to understand the routines and practices of the settings they are transitioning into.
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How can we help children to cope with transitions more easily?

- building on children's prior and current experiences;
- ensuring children have an active role in preparing for transitions, in partnership with families;
- assisting children to understand transitions, routines and practices of the settings they are moving to and feel comfortable with this process
- working collaboratively to make certain that a successful transition occurs



Nursery Transition

Activity...

- We are going to choose at random someone to stand up and talk to us about themselves, their family and their time in Singapore.
- We have put a ticket under your chair. If you have a ticket please stand up and come to the front.

Self - reflection...

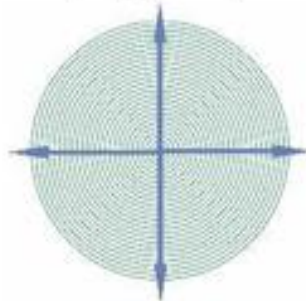
- How did you feel when you thought you had to stand up in front of a group of strangers?
- Did anyone feel excited?
- Nervous?
- Anxious?
- Petrified?
- We know that when you are in this state you are not ready to learn.

A quick game...

Which "Direction" Are You?

West
"Pays attention to detail."
Likes to know who, what, why, where, when before beginning.

North
"Let's do it!"
Likes to act, try things, jump in.



South
"Caring"
Likes to know everyone's feelings have been considered and voices heard.

East
"Speculates"
Likes to know the big picture & possibilities before acting.

A quick game...

- What is one strength about the way in which your group works?
- What is one weakness about the way in which your group works?
- Which group do you find the most challenging to work with?

Self - reflection...

- Did you find it easier to talk in a smaller group?
- Did you make more natural links with those that are similar to you?
- Did you find it easier to bond when you are having fun?

Nursery

	Thursday 16 th August	Friday 17 th August	Monday 20 th August	Tuesday 21 st August	Wednesday 22 nd August	Thursday 23 rd August	Friday 24 th August	W/C 27 th August	W/C 3 rd September
Who is in school?	Stay and Play Children come in their groups of five	First five children in school	First five children plus additional five children	First ten children plus additional five children	PUBLIC HOLIDAY	First fifteen children plus additional five children	All twenty children	All twenty children	All twenty children
Suggested length of day	8:00-9:00 9:00-10:00 10:00-11:00 11:00-12:00 (A time slot will be allocated)	8:30-11:30 (Full day optional)	8:30-11:30 (Full day optional)	8:30-11:30 (Full day optional)		8:30-11:30 (Full day optional)	8:30-11:30 (Full day optional)	8:30-3:00	8:30-3:00
Parental support	Parents stay for the session	Parents can stay until 9:30 (optional)	Parents of five new additional children can stay until 9:30 (optional)	Parents of five new additional children can stay until 9:30 (optional)		Parents of five new additional children can stay until 9:30 (optional)	Parents of any children still requiring settling support stay until 9:00 (optional)	Parents of any children still requiring settling support stay until 9:00 (optional)	Parents of any children still requiring settling support stay until 9:00 (optional)



Reception to Year 1 Transition from a Reception perspective

Transitions from EYFS to Year 1

Reception

Year 1

Introduction to
group work at
tables

Whole class
station work

Whole class
station work

Introduction to
independent
work

Reception - Term 3 - First Half Term

Introduction to group work at tables

- Short teacher led activities have already started in term 2
- Term 3 will have longer teacher led activities (10 -15 minutes)
- Planned to address the next steps of children
- Focus on Literacy and Maths (using EYFS framework)
- Only happens the beginning of lessons
- Children are then free to engage in child initiated learning

Reception - Term 3 - Second Half Term

Station work

- After the May half term break
- The class teacher will set up 4 or 5 activities in the classroom
- Children rotate around the stations for an hour (10 - 15 minutes on each)
- The teacher and TA could be stationed at an activity or the adults could be 'floating' in an intervention marking approach
- Focusing on Literacy and Maths - securing the skills they need for Year 1
- Rest of the timetable is still dedicated to child-initiated learning



Reception to Year 1 Transition from a Year 1 perspective

Year 1 - Term 1 - First Half Term

Continuation of station work

- Structured timetable - Phonics, English, Maths, Handwriting, IPC
- Lessons will be similar to Reception to allow children to adjust to their new setting
- Stations in each Maths and English lessons
- 1 focus activity with class teacher - 3 independent activities linked to learning outcome

Year 1 - Term 1 - Second Half Term

Introduction to more independent work

- Whole class teaching
- All children working independently at the same time at their tables
- All lessons are differentiated to enable the children to work independently
- Teacher and teaching assistant support individuals



Year 2 to Year 3 Transition

Year 2 to Year 3 transition

In Term 3 all classes will complete the following activities to ensure a smooth transition into Year 3.

- Write a letter to their new class teacher.
- Take a tour of the Year 3 classrooms.
- Meet with a Year 3 class to discuss their highlights and to ask any questions the children may have.
- Introduce the Year 3 Leader, Mr Neeson and Deputy Head of Key Stage 2, Mr Rinaldi.
- To help further their independence at lunch time, children are encouraged to collect their own school lunches.



Any questions?



Thank you.