

A stylized, colorful illustration of a landscape. In the background, a large yellow sun or moon is partially obscured by a brown bridge with three arches. To the left, a blue church tower with a crenelated top stands on a green hill. The middle ground features a blue river with several fish swimming in it. In the foreground, there are green reeds and a white swan with a small white cygnet swimming in the water. The sky is light blue with white clouds. The overall style is flat and graphic.

Three Rivers Federation

Tricky Transitions

'Tricky Transition'

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Who are we?



Clyst St Mary School is a one stream entry primary on the outskirts of Exeter that with Stoke Canon Primary school make up the Three Rivers Federation.

Our vision is to 'nurture and grow through resilience, aspiration and kindness'.

If I was to choose a stand out feature of our school that encapsulates this aim it is that from the transition into the reception class the children and families are welcomed into the wider family of our school community. They feel cared for as part of that family.

2021-2022

EYFS

We are told that the EYFS should remain as a separate curriculum and not become subject based.

National Curriculum

We are also told that Inspectors will want to see evidence that each subject's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined way-points and end-points. Here, it is important to build a joined-up, progressive subject curriculum which builds on what has gone before and prepares pupils for what comes next

Expectations

- How well children are developing in the prime and specific areas of learning that help them to be ready for their next stage of education, including school.
- Can staff talk confidently about the pedagogical content knowledge that aids successful delivery of the curriculum?

The transition from the Reception to Year 1 - you can see the difference



EYFS - Our reception class.



Year 1



Schemas Approach

Have you ever been frustrated by how quickly students seem to forget what you've taught them? Or by their struggles to use what they've learned in one context in a new, but related context?

Schema is a mental structure to help us understand how things work. It has to do with how we organize knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. And those connections form a sort of structure in the brain.

First, we start with individual concepts, which are the building blocks of schema. Concepts are words we use to organize and categorize our world. Examples include: story patterns, character, fraction, whole number and living things. We can start with examples of concepts that students already know.

Conflict and resolution.

We have outlined the conflict which causes the 'Tricky Transition'

Here are some of the solutions:

- Planning in Key Stage 1 in the Autumn term

<https://docs.google.com/document/d/1wezmlU9l2PKFMHyfvD9ZY9BRHN3iekej/edit>

<https://docs.google.com/document/d/1vVnVsf6h2ZiPXs6adVwVpUDfG-j2-D99/edit>

- Sharing outdoor space
- Planning between the year groups.
- Phonics assessments together, talk about the children spend time with the children
- Scaffold interaction between both classes.
- Joint venture, performance, school trip
- Coordinators teaching a lesson to support curriculum transition
- Shared phonic groups