



Your
CD-ROM
contains useful
tools for you to
use in your setting.



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Curriculum
Learning and
Development

Top Tips

- ✓ Provide a curriculum that is appropriate and relevant to the child's needs and interests.
- ✓ Ensure all practitioners have a clear understanding of the aims and principles of the Early Years Foundation Stage and those aspects that will need to be continued.
- ✓ Have a two way dialogue with parents and carers about their child's learning.
- ✓ Share information and records between all adults involved in the child's care and learning to ensure continuity between and within settings.
- ✓ Allocate time and resources to facilitate discussion between practitioners.
- ✓ Liaise with relevant professionals regarding specialist needs for support, guidance and resources.
- ✓ Ensure that parents have an understanding of the new routines and expectations.
- ✓ For pre-school children, focus on the needs and interests of the child and create a comforting, familiar and nurturing environment which is play based.
- ✓ For Reception children, prepare an Early Years Foundation Stage environment which is based on their previous experiences.
- ✓ For Year 1 children – use any of the Early Learning Goals not yet reached as starting points for learning intentions at the beginning of the year and provide an accessible, stimulating environment that mirrors aspects of the child's Foundation Stage experience.

This section of the pack has been written to support you when considering how to build on the child's previous knowledge to support his or her learning needs during times of transition.

The curriculum must support children's individual needs, learning styles and the four principles of the Early Years Foundation Stage.

This section provides practical ideas and suggestions for you to help children prepare to move from one stage of their learning journey to the next.



Have you tried?

Allowing **time** for the Reception teacher to monitor children's progress as they begin in Year 1 and further support the moderation process and the planning of learning, built on the cohort's previous experiences.

As children begin Year 1, plan opportunities for them to **select their own activities**, working in pairs and small groups.

Try sticking a piece of good work that the child has completed in Reception into their new book as they start Year 1. This **enables the new teacher** to see what the individual is capable of and reminds the child of their own capabilities.

Try having **penpals** between Reception and Year 1. This places meaningful CLLD early reading and writing at the centre of transition.

Putting up a display made by the children in Reception in the Year 1 class ready for them in September.

Adopting **similar routines**, expectations and learning experiences in Reception and Year 1 as children transfer from one class to the next. Identify those children who need high levels of physical activity (usually boys) and make special provision for them. Think about how you could share resources, access to outdoors (not just break times) and extra hall time.

Try to offer opportunities for the Reception teacher and Year 1 teacher to **plan the first week** together, including the curriculum and environment.

Prior to starting Year 1, send a **welcome box** to Reception - including a class teddy that will move up to Year 1 with the cohort.

The **phonics tracking sheets** will enable the new teacher to monitor progress and **identify children who need additional support** as they begin Year 1. Consider asking the Reception practitioner to make any 'phonic groups' and keep to these for the first few weeks. Try to allow time for the Year 1 practitioner to observe a phonics session whilst the children are in their Reception classes so that you can build on similar experiences and respond to children's learning styles.

Try to offer opportunities for the Reception teacher and Year 1 teacher to plan progression in children's learning.

For example, children having opportunities for choice and decision making in their learning; children are given a problem, and choose how they are going to solve it, and by trial and error come to a solution. The teacher facilitates discussion and provides resources but does not direct children towards one path.

"Make information manageable. Talk to your colleagues about what information they need and what they will use...we must be prepared to make transfer information concise and accessible."

"Staff need to consider four key aspects: space, time, people and information, and adopt the principles of a child-centred curriculum that is engaging and effective."

"Children who are settling (at any age) do best when transition is made a priority. Managers, head teachers, and governing bodies need to show that they are aware of the importance of transition by making it a priority."

Ros Bayley and Sally Featherstone, Smooth Transitions, 2005

Consider asking the Reception teacher to plan the first week of phonics when the child starts in Year 1. This will enable the practitioner to assess what the children have retained over the holiday break and the learning will match the children's level of abilities as identified in Reception. (The lessons could be those delivered at the end of the Reception year).

SEN

- Celebrate small step success and differences
- Recognise that the child's development is often uneven and may appear to go backwards at times
- Provide lots of repetition of short fun activities including structured choices for the child
- Utilize the skills of your whole team
- Develop your own staff team through learning opportunities and giving time to share their experiences
- Make links with the settings and schools around you to share their knowledge and experience
- Your local special school, or nursery may be able to offer outreach support – find out what you can access

EAL

(English as an Additional Language)

In practice

"At the end of each year we spend time talking about the whole child and the progress made throughout the year. We share photos of achievements, parental contributions during consultations and experiences that children have enjoyed.

During this time we discuss friendships, learning styles and competency in English language skills. We spend time discussing strategies to support their acquisition of language and support from home.

If a child, once the child is inducted into the new environment, is still unsettled, we find it useful to contact the Pre School to discuss what strategies they used to settle the child. In the past we have invited the pre school key person to come to the setting to spend time with the child.

It is important to give children time to settle into the new environment and routines before being too judgemental about raising concerns about progress. However, parents and carers should be reassured and kept informed about any decisions made. If the child is not making substantive progress after half a term then the setting should seek advice or support from EMASS or the inclusion adviser.

The environment should be welcoming for all children and reflect their cultural and linguistic diversity. This includes signs around the room, role play, music, clothing, cooking utensils, artefacts, pictures and positive images and dual language books and posters.

The Early Years Foundation Stage Profile is inclusive and research proves that very little needs to be assessed in the child's home language. Careful observations over time in different contexts will support judgements made for children in your care. Sharing information between practitioners is vital.

ICT enables children with EAL to access the curriculum. New materials are constantly being produced to support children with EAL as well as downloadable resources from the internet."

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