



Fairfields
PRIMARY SCHOOL

Fairfields Primary School Early Years Foundation Stage - Transition and Induction

Achieve together, step by step!

Transitions

- ▶ There are two types of transitions: **horizontal** and **vertical**.
Horizontal transitions happen consecutively during the day between home and other carers and settings.
Vertical transitions are the milestones on the way to school and beyond.
- ▶ ‘Separation distress’ is something all children will feel, to varying degrees and is within children up until around the age of 7, sometimes beyond. Therefore, it is fundamental to ensure a smooth transition to school, as much as is possible.
- ▶ The general ‘journey’ life presents children with, expects them to go through many transitions during their early years, in a period in which they are designed to resist it! Starting school is a big change for children and we will support them as much as we can, to settle quickly and embrace their new change.

To support the transition experience:

We will enable every child:

To feel a sense of belonging

To feel held in mind

To feel like a ‘fish in water’

All of which contribute to feelings of safety and unconditional acceptance which will enable them to feel:

Ready, willing and able to make the most of their new situation and to ‘hit the ground running’.



Our transition programme:

- ▶ **Settling in sessions:** We have two opportunities for your child to come into school, to meet their teachers and new class friends. These are on the 7th July (9-11am) and 15th July (1-3pm)
- ▶ **Home visits:** This enables your child (and you) to meet their Class Teacher and adults within their environment before starting school. Talking to your child about the adults in school will help them to understand that they will be seeing us everyday, come September and will make us more familiar to them. Home visits will take place in the last couple of weeks of term for those currently in our nursery class or in the first week of the term for children new to our school.

Our transition programme (continued):

- ▶ **Phased induction to school:** During the first week of school, your child will be welcomed in through a scaffolded approach, building up the length of sessions throughout the week. This approach has been very successful for our children in the past and supports a smooth transition into school and, more importantly, gives them lots of opportunities to meet their friends and teachers in their environment in a relaxed and calm way.



Our transition programme (continued):

Monday 5th & Tuesday 6th September	Morning only (8.30-11.30)
Wednesday 7th September & Thursday 8th September	Morning and lunch (8.30 - 12.30)
From Friday 9th September	Usual school hours (8.30-3.30)

Ongoing support:

- ▶ **Home - School communication:** While we recommend that dropping children off to school in the morning is a swift and smooth transition, communication between adults is important from the beginning. There are many factors that may impact your child on a day-to-day basis, for example not eating breakfast, an interrupted night's sleep, a disagreement with a family member etc. By making us aware of these, will enable us to support your child better throughout the day. Likewise, if your child has had a difficult day, we will make you aware of this - and will also communicate the good days too!



A typical day:

- ▶ The Early Years Foundation Stage (EYFS) at Fairfields Primary School provides children with the opportunities to experience the best possible start to their education and future years at school. Through grasping opportunities in **child-initiated learning**, partnered with direct teaching, children build a solid foundation to build on as they progress through their journey in KS1 education and beyond.
- ▶ **Short adult-led sessions daily**: sentence building (based on a book); Read Write Inc phonics sessions - which will ultimately be grouped vertically across the school to support children learning at all paces and finally a maths session using concrete resources, pictorial representations and abstract ideas (a mastery approach).
- ▶ Our **learning environment** and invitations to play are created around topics and interests of the children, where we encourage exploration and play, then ‘hop on’ to learning opportunities to develop and deepen understanding. This is called child-initiated learning, but the children will come to understand it as **independent learning**. Furthermore, during these sessions, we encourage children to challenge themselves to deepen and extend learning taught during the ‘adult-led’ sessions.





A typical timetable:

	8.30	8.50	9.20	10.00	10.30	11.00		12.30	12.35	13.05	14.00	14.15	15.00	15.20
Monday	Register Wellbeing Early Work	Literacy	Independent Learning Writing Group	Maths	Independent Learning Maths Group	Interventions/ Quick Maths	11.20- Lunch	Register Wellbeing	Phonics	Independent Learning Book Talk	Topic	Independent Learning Book Talk	Snack Milk Yoga Speed Sounds	Story Home Time
Tuesday	Register Wellbeing Early Work	Literacy	Independent Learning Writing Group	Maths	Independent Learning Maths Group	Interventions/ Quick Maths		Register Wellbeing	Phonics	Independent Learning Book Talk	Dough Gym	Independent Learning Book Talk	Snack Milk Circle Time Speed Sounds	Story Home Time
Wednesday	Register Wellbeing Early Work	Literacy	Independent Learning Writing Group	Maths	Independent Learning Maths Group	Interventions /Quick Maths		Register Wellbeing	Phonics	Independent Learning Book Talk	Topic	Independent Learning Book Talk	Snack Milk Yoga Speed Sounds	Story Home Time
Thursday	Register Wellbeing Early Work	Literacy	Independent Learning Writing Group	Maths	Independent Learning Maths Group	Interventions /Quick Maths		Register Wellbeing	Phonics	Independent Learning Book Talk	Dough Gym	Independent Learning Book Talk	Snack Milk Circle Time Speed Sounds	Story Home Time
Friday	Register Wellbeing Early Work	Literacy	Bees Knees Assembly	PE and Art		Interventions /Quick Maths		Register Wellbeing	Phonics	Independent Learning Book Talk	Topic	Independent Learning Book Talk	Snack Milk Yoga Speed Sounds	Story Home Time

In the Autumn Term (parent information events):

- ▶ Introduction to the Early Years Foundation Stage:
7 areas of learning
Characteristics of Learning
Purple Learner Challenges
- ▶ Supporting your child's learning at home
- ▶ Reading and phonics workshops

Dates for these workshops will be communicated closer to the time.

What can you do to help with a smooth transition?

Here are some of the things you could do to help your children become more independent over the summer holidays:

- ▶ Teach them to do buttons and zips on their coats.
- ▶ Teach them to use regular cutlery and cut using a knife.
- ▶ Teach them to wipe their bottoms safely and independently.
- ▶ Teach them to peel fruit (oranges, opening bananas etc.)
- ▶ Teach them to write their name in lowercase writing.
- ▶ Any of these things would be very beneficial for both confidence and independence before September.

It's not dirt! It's me learning.



Question and Answer Session

Monday 20th June 2022