

Reception to Year 1 Transition

We know that moving from Reception to Year 1 can feel like a big step, both for children and for parents. It's completely natural to have questions about what changes and how children will be supported. Below, we've answered some of the questions we are most frequently asked.

Will the move from Reception to Year 1 be too big a jump for my child?

We understand why it can sometimes feel that way, but a great deal of planning goes into making the transition as smooth as possible.

Our Reception and Year 1 teams work very closely together throughout the year, particularly in the summer term, to help prepare children for the next stage of their learning. Reception staff gradually introduce routines and expectations that children will encounter in Year 1, helping them build confidence and independence before they move up.

Children also take part in a dedicated transition challenge during the summer term, designed to develop the skills they will need for Year 1. In addition, children continue to access continuous provision opportunities during the early part of Year 1 so that the transition feels gradual and familiar.

Is play still important in Year 1?

Absolutely.

We know that children continue to learn best through a balance of play, exploration, practical experiences and structured learning. While Year 1 looks different from Reception, play remains an important part of children's development.

Children continue to learn through:

- Practical activities
- Discussion and talk
- Role play
- Partner and group work
- Investigation and exploration
- Movement-based learning

Our aim is for learning to remain engaging, active and enjoyable.

How much time do Year 1 children spend outside?

Year 1 children have around **1 hour and 30 minutes of outdoor time each day**, in addition to their weekly PE lesson.

We have invested significantly in our outdoor environment to ensure children throughout the school continue to enjoy opportunities for active play, creativity and exploration. Children have access to a range of play spaces, including:

- The pirate ship
- Forest area
- Sand play
- Climbing equipment
- Open play spaces

These opportunities are further enhanced by activities planned and supported by our playworkers.

Do children spend all day sitting at tables?

No.

One of the biggest misconceptions about Year 1 is that children spend long periods sitting and completing written work. Our curriculum has been carefully designed to ensure learning is active, varied and engaging. Children move between different types of learning throughout the day and are encouraged to participate through discussion, practical activities, collaborative work and movement.

What happens to continuous provision?

Continuous provision evolves rather than disappears.

As children become more independent learners, the provision begins to reflect the expectations of Key Stage 1. Whilst we may not use the term "continuous provision" in the same way as Reception, children still have opportunities to explore, investigate, create, solve problems and make choices within their learning. The transition is deliberately gradual, so children continue to feel supported whilst building independence.

Why do children manage their own snack and breaktime?

Developing independence is an important part of growing up and preparing children for the next stages of school.

In Year 1, children are encouraged to learn how to manage simple routines for themselves, including when to eat their snack during breaktime. This helps them learn responsibility and make sensible choices.

Some children choose to eat first and then play. Others prefer to play for a few minutes before having their snack. Both are perfectly normal.

What if my child forgets to eat their snack?

Staff are always present during breaktimes and are there to support children as they establish new routines.

Most children settle into these routines very quickly. If a child needs reminders or support, adults will help them make good choices and ensure they are developing positive habits.

How do you support children's wellbeing during transition?

Children's happiness and wellbeing are central to everything we do.

We know that every child is different. Some children are excited about moving to Year 1, while others may need a little more reassurance. Staff spend time getting to know the children, building positive relationships and ensuring they feel safe, confident and ready to learn.

Reception and Year 1 staff share information carefully so that children's strengths, needs and interests are well understood before they move classes.

What does a successful transition look like?

For us, a successful transition is when children:

- Feel happy and secure
- Build positive relationships
- Develop confidence and independence
- Enjoy coming to school
- Feel ready for new learning and challenges

Our goal is to ensure that every child continues to thrive academically, socially and emotionally as they move into Year 1.