



*Aim High, Work Hard,
Be Happy and Successful*

So that every child is
ready for school and ready for life.

NURSERY TO RECEPTION AND RECEPTION TO YEAR 1 TRANSITION PLAN



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This transition plan is informed by the Department for Education guidance “*Supporting a smooth transition into reception*” and HFL Education guidance on “*Effective transition: moving to Year 1*”, as well as our core trust philosophy of ensuring all children are given the very best start.

The document recognises transition as a continuous process that supports children emotionally, socially and academically through the EYFS and into Key Stage 1.

Vision

At Stanley Grove Academy, we believe successful transition is built on:

- strong relationships
- continuity of provision
- child-centred practice
- inclusive support
- effective partnership with families

Our aim is for all children to:

- feel safe, secure and valued
- develop confidence and independence
- sustain positive attitudes to learning
- experience consistency in routines and expectations
- move successfully through each phase of learning

We recognise that transition is not a single event but an ongoing process that requires collaboration between staff, children, parents and external professionals.

Key Principles of Effective Transition

The school will ensure:

- strong partnerships between Nursery, Reception and Year 1 teams
- meaningful information sharing
- consistent approaches to teaching and learning
- gradual familiarisation with new environments
- early identification of additional needs
- inclusive practice for all pupils
- strong parental engagement
- continued play-based and experiential learning approaches into Year 1 where appropriate

Section 1: Nursery to Reception Transition



Spring Term (January – March)

Parent Engagement

- Reception information meeting for Nursery families
- School readiness workshops
- Guidance on:
 - *communication and language*
 - *independence*
 - *toileting*
 - *routines*
 - *emotional resilience*
 - *self-help skills*

Staff Collaboration

- Nursery and Reception transition meetings
- Shared curriculum discussions
- Identification of vulnerable pupils and SEND needs

SEND Planning

- SENCO involvement in early transition planning
- Begin enhanced transition arrangements where required
- Liaison with external agencies



Section 1: Nursery to Reception Transition



Summer Term 1 (April – May)

Building Familiarity

Reception staff will:

- visit Nursery regularly
- join play sessions
- read stories
- interact informally with children

Children will access:

- classroom photographs
- transition books
- teacher videos
- visual timetables

Parent Partnership

- Stay-and-play sessions
- Parent workshops
- Informal opportunities to meet staff

Information Sharing

Nursery staff will share:

- children's interests and strengths
- communication profiles
- friendship groups
- wellbeing information
- safeguarding information
- SEND support strategies



Section 1: Nursery to Reception Transition



Summer Term 2 (June – July)

Transition Visits

Children will participate in:

- Reception classroom visits
- outdoor play sessions
- lunchtime experiences
- story sessions
- whole-class transition mornings

Reciprocal Visits

Reception staff will:

- observe children in Nursery
- discuss learning behaviours with Nursery practitioners
- gather pupil voice

Enhanced Transition Support

Additional support may include:

- social stories
- visual supports
- home visits
- transition passports
- additional settling visits
- staggered support plans where appropriate

Reception Settling-In Approach (September)

The first half-term will prioritise:

- emotional wellbeing
- routines
- relationships
- communication
- play-based learning
- independence

Children will have opportunities to:

- revisit familiar routines
- explore provision independently
- build secure relationships with adults
- access continuous provision indoors and outdoors

The school will avoid unnecessary “double transitions” through prolonged part-time arrangements.



Section 2: Strong Foundations from Reception into Year 1



Transition Philosophy

The move from Reception to Year 1 should maintain continuity in learning approaches while gradually preparing children for Key Stage 1 expectations.

Stanley Grove Academy recognises that:

“Transition from Reception to Year 1 is a process not an event.”

The school will ensure Year 1 builds upon effective EYFS practice rather than introducing abrupt changes in pedagogy, environment or expectations.



Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition

Maintaining Effective EYFS Practice

Year 1 provision will continue to include:

- play-based learning opportunities
- continuous provision
- practical exploration
- outdoor learning
- talk-rich environments
- child-initiated learning opportunities

This supports children's developmental needs and enables smoother progression into Key Stage 1.

Staff Collaboration

Reception and Year 1 staff will:

- meet regularly throughout the year
- observe practice across classrooms
- jointly plan transition activities
- moderate learning and assessment
- discuss individual pupil needs

Year 1 staff will regularly visit Reception environments during the year to build understanding of EYFS pedagogy and relationships with children.



Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition



Familiarisation with Year 1 Environment

Reception pupils will:

- visit Year 1 classrooms regularly during Summer Term 2
- join story sessions and practical activities
- meet Year 1 adults informally
- become familiar with routines and classroom organisation

Reception teachers will help children identify:

- toilets
- cloakroom areas
- classroom resources
- adults who can help them

Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition



Curriculum Continuity

The curriculum in Autumn Term Year 1 will:

- build directly from EYFS experiences
- include active and exploratory learning
- support communication and language development
- maintain opportunities for collaborative play
- gradually increase expectations for sustained focus and independence

Planning will reflect children's developmental stages rather than relying solely on chronological age expectations.

Environment and Provision

Year 1 classrooms will provide:

- continuous provision areas
- practical resources
- opportunities for independent learning
- inviting reading and communication spaces
- access to outdoor learning where possible

The environment will support children transitioning gradually from EYFS pedagogy into more formal Key Stage 1 learning structures.

Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition

Emotional Wellbeing and Relationships

Staff will prioritise:

- secure relationships
- emotional regulation
- confidence-building
- wellbeing check-ins
- opportunities for pupil voice

Children will continue to access:

- visual supports
- familiar routines
- calm spaces
- collaborative learning opportunities



SEND and Inclusion Across All Transitions

Stanley Grove Academy is committed to inclusive transition practice.

For children with SEND:

- transition planning will begin early
- enhanced transition arrangements will be personalised
- external agencies will contribute where appropriate
- reasonable adjustments will be implemented proactively

Support may include:

- social stories
- visual timetables
- sensory support plans
- transition passports
- personalised visits
- parent meetings
- key adult support

Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition

Parent and Carer Partnership

Parents and carers will be supported through:

- information meetings
- transition workshops
- stay-and-play sessions
- regular communication
- transition resources
- opportunities to share concerns and questions

The school recognises that positive parent relationships strengthen children's confidence and wellbeing during periods of change.

Roles and Responsibilities

ROLE	RESPONSIBILITIES
Nursery Staff	Share detailed knowledge of children and families
Reception Team	Build familiarity and support settling
Year 1 Team	Ensure continuity from EYFS approaches
SENCO	Coordinate enhanced transition support
SLT	Monitor implementation and evaluate effectiveness
Parents/Carers	Support routines and engage in transition opportunities
External Agencies	Contribute specialist advice where appropriate

Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition

Monitoring and Evaluation

The effectiveness of transition arrangements will be monitored through:

- pupil wellbeing observations
- attendance and engagement
- parent feedback
- staff evaluations
- baseline and formative assessment
- SEND review meetings
- pupil voice

The transition plan will be reviewed annually to ensure alignment with current EYFS and DfE guidance.



Section 2: Strong Foundations from Reception into Year 1



Key Approaches for Reception to Year 1 Transition



Intended Outcomes

Children will:

- feel safe and confident moving between phases
- sustain positive attitudes to learning
- develop independence and resilience
- experience continuity in learning approaches
- settle quickly into new environments

Families will:

- feel informed and supported
- understand expectations and routines
- develop positive relationships with school staff

Staff will:

- work collaboratively across phases
- understand children's individual needs
- provide developmentally appropriate provision



Stanley Grove Primary and Nursery Academy,
Aberford Road,
Stanley, Wakefield, WF3 4NT

01924 303805

contact@sga.amat.org.uk



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