

Transition from Reception to Year 1

September 2026



“Learning is a treasure that will follow its owner everywhere.” (Chinese Proverb)

A photograph on the left side of the slide shows a woman with long brown hair and a young girl with dark hair, both looking down at a book or paper. The woman is on the left, and the girl is on the right, wearing a pink and white striped shirt. The background of the photo is slightly blurred.

Year 1 Staff

- ▶ Mrs Pratt (Greenfinch Class Teacher)
- ▶ Mrs Connolly (Goldfinch Class Teacher)
- ▶ Mr Green (Chaffinch Class Teacher)

- ▶ Miss Nevill (HLTA)
- ▶ Miss Carr, Mrs Forster, Ms Forsythe, Mrs Hollick (Inclusion TAs)
- ▶ Mrs Dukes (Pastoral Lead) Miss Grant (Pastoral assistant)
- ▶ Mrs Benson (SENCO)

- ▶ Miss Gibson (Teaching Assistant Chaffinch)
- ▶ Mrs Corner and Mrs K (Teaching Assistants Goldfinch)
- ▶ Mrs Casper (Teaching Assistant Greenfinch)

Mrs Dukes



Pastoral Lead
Nurture assistant
Deputy Safeguarding Lead

Meet our Nurture and Pastoral Team

Miss Grant



Pastoral assistant
Nurture assistant

SENCO

- ▶ Some children may need additional support with certain aspects of their learning, behaviour or social and emotional development.
- ▶ At Letchmore Infants' and Nursery school we aim to work in partnership with our parents to support your child's development and progress.
- ▶ We have courses and other useful links on our website.
- ▶ Senco@letchmore.herts.sch.uk with the attention of Mrs Benson
- ▶ Emails will be replied to as soon as possible..

Nurture

- ↪ At Letchmore we understand the importance of nurturing the individual needs of each child and offering a safe, predictable, and consistent environment.
- ↪ We have our nurture room called Treetops. This is a safe place for identified children to experience Nurture breakfast, Pastoral interventions, family meetings, a breakout space for children in crisis to regulate and a Nurture classroom two times a week.
- ↪ Nurture classrooms are designed to address the social and emotional needs that can impact on children's learning and well-being.
- ↪ In addition, we would like to offer all children the opportunity to use Treetops throughout their time at Letchmore. This may be as part of our Nurture classroom, small group or 1:1 intervention or as a whole class story/activity.
- ↪ For further information please look on our school website, we have page for Nurture.

Pastoral

- ▶ At Letchmore we tailor interventions to meet the children's needs. These may be group based or 1:1.
- ▶ Mrs Dukes and Miss Grant meet weekly to discuss children.
- ▶ The interventions we run are:
Super-duper you, managing big feelings, drawing and talking therapy, friendship, bereavement, protective behaviours etc.
- ▶ We run a food bank at Letchmore, which will be out on the playground on Wednesdays. If you feel you would benefit from the foodbank, please do speak to one of the pastoral team. You can email us on nurture@letchmore.herts.sch.uk or call the school.

Year 1 Curriculum

Year 1 follows the National Curriculum objectives.

Children will be taught Maths & English throughout the week as well as daily phonics sessions.

There are many opportunities to read as a class, in a group and individually.

All subjects are taught through fun and interactive cross curricular topics.

Each topic will include an inspirational day, as an enjoyable way to engage the children.

Our First inspirational day is on **Friday 25th September**. Please see separate letter.

Children will engage in child initiated learning (Busy Time), which will include independent weekly challenges.

	Monday -	Tuesday	Wednesday -PE	Thursday	Friday -Fitness Friday
8.30 - 8.45	Busy fingers	Busy fingers	Busy fingers	Busy fingers	Busy fingers
8.45- 8.55	Register	Register	Register	Register	Register
9.55-9.05	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Singing assembly
9.05-9.10	Wake up shake up	Wake up shake up	Wake up shake up	Wake up shake up	Wake up shake up
9.10 - 9.40	Topic teaching	Topic teaching	PE	Topic teaching	Science
9.40 - 11.30	Continuous provision Snack bar	Continuous Provision and snack bar	Computing	Continuous provision- Snack bar	Continuous provision Snack bar
11.30	Phonics Handwriting	Phonics Handwriting	Phonics Handwriting	Phonics handwriting	Phonics Handwriting
12.00	Celebration assesmbly	Movement break Music	Movement break	Movement break	Movement break
12.30	Lunch	Collective worship Lunch	Whole class reading Collective worship	Whole class reading Collective worship Lunch	PSHE Lunch
1.30- 2pm	English	Maths	English	Maths	Maths
2-2.45					
2.45- 3pm	Story				



EVERYBODY IS A GENIUS
BUT IF YOU JUDGE A FISH
BY ITS ABILITY TO CLIMB A TREE
IT WILL LIVE ITS WHOLE LIFE
BELIEVING THAT IT IS STUPID

- ALBERT EINSTEIN

Class organisation

Children are grouped in various ways for different subjects to allow them to learn with a range of children.

Mixed ability groups are used with challenge or support provided for individual needs.

Children are supported by their class teachers, teaching assistants and inclusion teachers.

Continuous Provision (CIL)

What is continuous provision?

- ▶ Continuous provision is the term given to resources which have been carefully chosen to create an enabling environment in which children can explore and learn. They are safe for the children to use independently, continually assessable and enable children to continue their learning in the absence of an adult.
- ▶ While using the resources the children continue to develop their problem solving, creativity, reasoning, communication and language skills and are able to consolidate learning in a way they understand and enjoy. This process allows new learning to be committed to the long term memory.

Continuous Provision

Why extend Continuous provision beyond EYFS?

- ▶ This approach is rooted in research and based on extensive knowledge on how children learn.
- ▶ As a school we have researched the benefits of continuous provision throughout KS1. We believe play has a vital role in taking our children's learning further.
- ▶ Continuous provision provides children with the early childhood experiences needed to become active learners in later life.
- ▶ Continuous provision will enable a smooth transition from EYFS and throughout KS1.
- ▶ 'Tell me and I forget, teach me and I remember, involve me and I learn'

Continuous Provision

Getting the balance right

It is important we get the balance right between Child Initiated Learning and Teacher Led Learning. This will help to develop the independence, resilience, creativity and problem solving skills whilst still ensuring the Year 1 curriculum coverage.

The approach includes:

- ▶ Whole class teaching inputs
- ▶ Focused small group activities led by the class teacher
- ▶ Adult initiated challenges. Each week the children will be set 3 independent challenges. Children are encouraged to take ownership over when to complete these tasks. Midweek reminders will be given and support given to those who need it to complete the tasks. Challenges are linked to the weekly curriculum focus, Maths, English, fine motor, often a consolidation of the previous weeks learning.
- ▶ Child initiated learning facilitated by the adults to ensure a well-resourced, engaging environment. Adults use open questioning to support the children's learning and enhance the environment as necessary to enable the learning to develop further.

Continuous Provision

The Environment

The children will have access to both in indoor and outdoor learning environment during Child initiated learning time.



PE



All classes will have a PE session on a Wednesday.

Fitness Fridays focus on physical literacy and fundamental PE skill, mental health and wellbeing.

Daily PE activities are available in Busy Time which allow the children to practise the skills they have been taught.

On Wednesdays and Fridays the children need to arrive in school wearing their PE kit.

The PE kit is a white T-shirt, blue or black shorts or jogging bottoms & plimsolls or trainers.

Please make sure all PE kits have **name labels**, including plimsolls.

Hair should be tied back and no earrings on PE days.

We are aiming to promote 60 active minutes a day. This will include activity in and out of school.



Uniform

- ▶ The uniform policy can be found on the school website
- ▶ Royal blue sweatshirt or cardigan with or without school logo
- ▶ White polo-shirt
- ▶ Grey skirt/pinafore dress
- ▶ Blue and white checked dresses (Summer)
- ▶ Grey trousers
- ▶ Grey shorts (Summer)
- ▶ White or grey socks
- ▶ Closed-in black shoes with a low heel (<2cm)
- ▶ PE Kit: White t-shirt, black or blue shorts and plimsolls
- ▶ Long hair should be tied back for safety reasons.
- ▶ All items must be **named**.

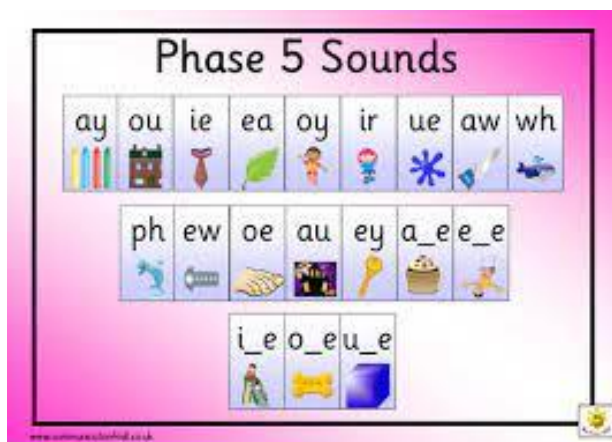
Reading



- ▶ There are many opportunities for children to read during our whole class sessions in all subjects. They will learn about different genres of reading (fiction, non-fiction, poetry, recounts etc.).
- ▶ Whole class shared reading will be taught 3 times a week where the children are supported by an adult to use a range of strategies (including their phonic skills) to read and to develop their comprehension skills.
- ▶ Your child will also read individually to an adult at least once a fortnight where we will assess their reading and adjust their reading levels where appropriate.
- ▶ Some children will read more regularly to an adult in school. This could be a member of staff or a parent volunteer.
- ▶ This term individual reading books will be sent home on a Monday and Thursday.
- ▶ Please continue to read at least three times a week with your child and note what they have read in their reading record. The more children read the more fluent they become. Please also discuss the text with your child and ask questions to check understanding.

Phonics

- ▶ Children will continue their daily phonics sessions.
- ▶ The children will be learning level 5 phonics as a class.
- ▶ Children who need to continue working on earlier phases will attend intervention groups.
- ▶ At the end of Year 1 children will take the statutory phonics test.
- ▶ Children will continue learning to read and write common exception words.



The Curriculum

- ▶ You will receive a termly curriculum letter which will give more detail about what the children will be learning each term.

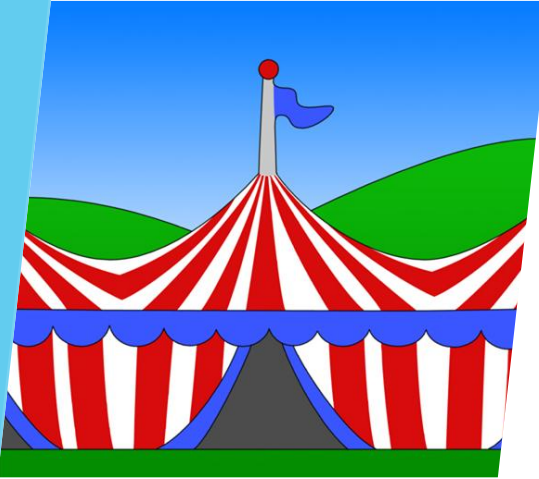
- ▶ Our topics this year are:

This is Me

A Trip around the World

Dinosaur Detectives

On our Doorstep



Resources

- ▶ **The children use lots of resources during their own learning and we really appreciate the donations we get from parents to support this**
- ▶ Junk modelling (yogurt pots, bottle lids, small boxes, cardboard tubes).
- ▶ Ribbons, beads, sparkly paper.
- ▶ Petals from bunches of flowers.
- ▶ Old notebooks, post-it notes, diaries, interesting pens, envelopes, note cards.
- ▶ Paper and card
- ▶ The fronts of used greetings cards, magazines, catalogues.
- ▶ Small figures such as animals, people, cars and puppets are great for storytelling.
- ▶ Interesting natural objects (stones, shells, conkers, pinecones).
- ▶ Loose parts (wooden bricks, curtain rings, buttons, marbles, nuts and bolts).
- ▶ Seeds, plants, compost.
- ▶ Tarpaulin, fabric, pegs and resources for den building.
- ▶ Role play resources
- ▶ Guttering, buckets, tubing and interesting containers for water play.
- ▶ Ingredients for playdough (flour, salt, glycerine, crème of tartar, food colourings)
- ▶ Anything you have at home which you feel may engage the children in their play and learning!

Homework



CHILDREN WILL RECEIVE HOMEWORK
EVERY FRIDAY.



THE HOMEWORK WILL MATCH THE
LEARNING WE HAVE BEEN DOING IN
CLASS THAT WEEK.

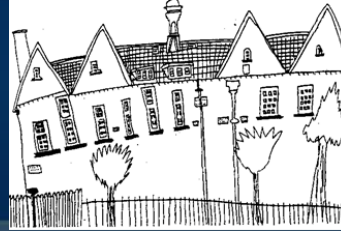


PLEASE READ WITH YOUR CHILD AT
LEAST THREE TIMES EACH WEEK AND
REMEMBER TO RECORD IT IN THEIR
READING RECORD.

Contact with Teachers

- ▶ Please feel free to contact us with any information or concerns you have about your child.
- ▶ No question is a silly question and if you are wondering something it is likely others are too.
- ▶ Email contact or a telephone call to the office is the best way to make initial contact and we can then make sure we get back to you.
- ▶ Parents evening will be in October and we will contact you with details nearer to the time.

Letchmore Infants' and Nursery School



Developing their physical skills in PE or Busy Time

Learning how to read and write 2 or more new phonic sounds

Specialist subject teaching, like History & Science—maybe learning about space or dinosaurs

Developing their social skills

A new maths concept – maybe a new number or addition or multiplication

Other subjects like computing, Music, PSHE and RE, that are taught every week

But they only play all day...

By taking just ONE WEEK off school your child would miss:

The curriculum does not give us time, particularly in key subjects, to catch up on lost learning for multiple children with different days/lessons missed.

Attendance

Regular and punctual attendance is imperative to your child's education.

Missing school leads to gaps in children's learning and it can be difficult for them to catch up. It can also impact upon their friendships and social and communication skills. Therefore, requests for holidays during term time are unauthorised.

If medical appointments need to be booked during a school day, as far as possible, could they please be arranged around break and lunch times.

Thank you for your co-operation.

Please let us know if we can help

- ▶ The wellbeing of our children and their families is our highest priority.
- ▶ Please let us know if there is anything we can do to support your family further.
- ▶ Letchmore food bank
- ▶ Help with funding
- ▶ Mrs Dukes our Pastoral lead has many contacts and is already helping lots of our families so do ask if we can help or support.