



Transition Curriculum: Autumn Term Year One “Emily Brown and the Elephant Emergency” Cressida Cowell/Neal Layton

“Emily Brown and her old grey rabbit are always going on adventures, but every time they get to an exciting part...”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: Our Transitional Pedagogy must be an, “Affective Pedagogy” (Rogers, S) *“Developmentally, there is very little difference between a Reception child and a Year 1 child. All of the development literature that concerns children of this age says that the key changes in children’s development come around the end of year 2 when children approach the age of 7. Nowhere in the literature does it say that suddenly, at the age of 6 children prefer to learn by listening to their teacher. Nowhere does it say that children learn best when they are sitting on a carpet. Nowhere does it say that children no longer need play and no longer like to learn out of doors. In fact, the literature is unequivocal in saying that children’s learning needs at the age of 6 are pretty much the same as at age 5, so as teachers we need to be asking whether current practices and opportunities in Year 1 classrooms reflect the active and interactive children we see learning in the Foundation Stage.”* (Fisher, J, 2010)

The curriculum aspires to have an inclusive range of outcomes and definitions of success.: This transitional teaching sequence focuses on supporting and securing the children’s successful, “Behaviours for Learning” “The Super Scale Points” (CLPE, 2008) Success will look like:

- Children inspired to engage with literature
- Children develop creative responses to the text through drama, storytelling and artwork
- Children develop empathy and explore wider themes of friendship and behaviours through this text
- Children deepen their knowledge of the world through enquiry and cross-curricular learning experiences
- Children develop an enriched vocabulary and understanding of the impact language has on readers and audience
- Children write with confidence and for real purpose and audiences.
- Children will understand need for agreed rules and values
- Children will use their imagination in art, design, music, dance, imaginative play and stories

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

- Our Curriculum Progression Planning maps
- Existing Year 1 Planning
- CLPE, “Emily Brown and the Elephant Emergency” - Transition from Early Years to Year 1 Teaching Sequence.
- Working with parents to support children’s learning (EEF)

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:

- Operational elements of Possibility Thinking and Pedagogy – (Cremin, Burnard, Craft)
- Attachment, Attunement, Professional Love (Thomas Corum)
- “Starting with a child” – (Bissex, GNYS AT WRK)
- Our Early Years Curriculum Design Document: Part 4 Effective/Affective Transition

Parental partnership must form part of curriculum delivery:

- Transition, Continuity and Coherence (NFER 2005) “ Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents”
- Our Early Years Curriculum Design Document: Part 4 Effective/Affective Transition

Areas	The Big Concepts:
CL	Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
PSED	Our children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
PD	By creating games and providing opportunities for play both indoors and outdoors, we can support our children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Maths	Developing a strong grounding in number is essential. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
UTW	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension
EAD	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.