

### When the children come in:

When children come in, they will be quite nervous and will need to see a big smiling face. It is a good idea to get down to the children's level as much as possible when welcoming them. You might want

## Transition Day Plan – Mixed Reception/Year 1



The most important objective on transition day is to help the children settle by building relationships with them and letting them get to know the classroom and outdoor area.

### Setting Up:

It is a good idea to set up some activities based on your knowledge of the children's interests. If parents have completed a settling in form or you have visited the nurseries, you will have some ideas.

### Activity ideas to set up in the environment aimed at Reception children to play:

Activity ideas to set up in the environment aimed at Reception children to play:

Water with bottles, jugs, cups, funnels etc.	Have a quiet cornered space for children to go to if they are feeling overwhelmed. Perhaps add some books and music.
Small and medium sized, open, containers etc.	Playdough with rollers etc.
Wash tubs with mud, flowers & herbs.	Pens and paper for drawing set up.
Flaming station so children can use paint and paper patterns to make home.	Construction area set up in an exciting way perhaps with some cars.

Activity ideas to set up in the environment aimed at Year 1 children to play:

Draw or paint a self-portrait, have some mirrors on the table. Try to show how you are feeling.	Write a message to a friend in the writing area.
Following and creating shapes in the Mud kitchen.	Have a quiet cornered space for children to go to if they are feeling overwhelmed. Perhaps add some books and music.
Make a birthday card for your age or your next birthday.	Play boards and no marker patterns and patterns so children can make photos of their work.
Playdough rolling and shapes.	Design ideas in the construction area.

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# Planning For Mixed Reception Year 1

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## **Planning For Mixed Reception Year 1:**

**Planning an Appropriate Curriculum in the Early Years** Rosemary Rodger, 2012-03-15 Now its third edition Planning an Appropriate Curriculum in the Early Years offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting It examines the key roles and responsibilities of practitioners working in early years settings and those with responsibility for leading and managing provision for EYFS in primary schools Fully and completely revised and updated in line with the review of the Early Years Foundation Stage and the latest research evidence this book covers all aspects of the curriculum including The areas of learning and development Assessment procedures and record keeping Leadership and management in the early years The role played by parents and carers in children s learning and development Planning for child initiated learning and adult led activities With case studies of good practice and questions for reflective practice and group work this fully updated best seller will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives Developing The Foundation Stage Lockett Andrew, 2003-11 Schemes of Work , Training to Teach in Primary Schools Jane Medwell, 2015-03-19 Full of practical help and guidance this is a must have for primary trainees on school experience whether they are in a school based or university based teacher training programme It begins by helping trainees to plan their own journey through training and beyond Taking control of their own training in this way supports student teachers to approach the course with confidence and secure their first teaching job The book provides guidance on adapting to working in school observing planning and evaluating in school teaching on placement assessing monitoring and reporting on children s progress self evaluation and how to pre empt and resolve issues securing the first teaching job and succeeding in the NQT year For student teachers the experience of school based training is exciting but also challenging this book supports them throughout and prepares them for the journey ahead Student feedback on this book Having been on a variety of teaching placements myself I know just how daunting and overwhelming experiences in school can be at times even with a supportive mentor by your side Hence I felt that this book can smooth out and rectify those worries one may face during a school placement and offers the reader a realistic insight into school experiences In my opinion the most useful chapter by far is the Moving On chapter near the end of the book This explains how to conclude a school placement what to expect from an interview and even how to set out a CV for a teaching position This was not something I expected to find in this book however it was very much welcomed and is in fact a very important valuable part of the book This is the type of book you can buy on your very first day of teacher training and use well into your days as a newly qualified teacher Jasmin Primary Teacher Trainee University of Northampton *Becoming an Outstanding Primary School Teacher* Russell Grigg, 2014-09-19 What is meant by outstanding teaching What makes the best teachers stand out from the rest How can I develop my own practice to become an outstanding teacher myself Whether you are training to become a primary school

teacher or you are newly qualified and striving to improve your practice this fully updated second edition of *Becoming an Outstanding Primary School Teacher* will support inform and inspire you on your quest for excellence Throughout Russell Grigg draws on theory research and case studies of real classroom practice to discuss what it takes to become an outstanding primary teacher today This bestselling guide has been comprehensively revised to reflect the latest changes to the curriculum including the National Curriculum in England for 2014 and Scotland s Building Curriculum for Excellence It has also widened its scope to appeal to trainee and serving teachers reflecting the new Teachers Standards Key topics include defining and measuring outstanding teaching understanding the theory nature and scope of the curriculum developing thinking skills in the classroom understanding and meeting individual learning needs using ICT to improve pedagogy behaviour management monitoring assessment recording and reporting *Becoming an Outstanding Primary Teacher* will appeal to undergraduate and postgraduate students including those on school based programmes such as Teach First as well as more experienced teachers seeking inspiration

**Primary ICT Across the Curriculum** Debbie Simpson, Mike Toyn, 2011-03-24 The changing landscape of primary teaching requires trainees to consider learning and teaching in new ways This book supports trainee teachers working towards primary QTS in teaching primary ICT across all areas of the curriculum It takes a truly cross curricular approach highlighting meaningful links across the curriculum and embraces the latest thinking and current good practice A chapter on social networking and e safety is included giving essential guidance on this topical issue and a section on developing your own skills in ICT focuses on strengthening trainees subject knowledge Throughout interactive activities and case studies link theory to practice

**Children with Down's Syndrome** Stephanie Lorenz, 2012-10-12 This practical handbook offers advice on strategies for meeting the special educational needs of children with Down s syndrome in mainstream schools The aim is to increase the confidence of support assistants teachers SENCOs and senior managers in both primary and secondary schools in providing a quality education for these pupils while using scarce resources to best effect The author offers an introduction to the particular characteristics of children with Down s syndrome and their impact on learning and behaviour She considers the benefits of inclusive education and the most effective ways in which the National Curriculum can be made accessible She also examines working with the whole school parents and outside agencies as well as providing practical resources such as photocopiable proformas and checklists materials for INSET in schools and support services and a list of reading materials

**EBOOK: TEACHING THROUGH PLAY** Neville Bennett, 1997-01-16 This book is based on the findings of a research project into Reception Teachers Theories of Play funded by the Economic Social Research Council There is strong ideological and theoretical support for a play based curriculum in the early years But evidence suggests that teachers find this difficult to translate into practice The educational potential of play is not realized This study focuses on nine reception class teachers ranging from novices to experts in order to discover their theories of play and how these relate to classroom practice The data reveal new insights into how they strive

to incorporate play into the curriculum in contrasting ways and the constraints they encounter in this process There is a need to improve the quality of teaching and learning through play Teaching Through Play makes a valuable contribution to this process *Successful Teaching Placement* Jane Medwell,2007-04-24 School placements can be anxious and uncertain experiences for trainee teachers and even for those with previous classroom experience a new school environment can be intimidating This book is full of invaluable advice and practical suggestions that will help trainees prepare for enjoy and make the most of this experience It deals with the full range of issues from finding out about the placement school to managing difficult behaviour on placement This second edition is linked to the 2007 Standards for QTS and reflects recent documents and initiatives

**Enhancing Primary Mathematics Teaching** Thompson, Ian,2003-09-01 Click on the link below to access this title as an e book Please note that you may require an Athens account **Children Learning Outside the Classroom** Sue Waite,2017-02-13 The new edition of this bestselling textbook continues to help students and professionals understand the importance of getting children learning outside the traditional classroom and is packed full of creative information and ideas for teachers and practitioners to incorporate outdoor activities throughout the school curriculum Significantly revised and updated the second edition now includes 7 brand new chapters on Methods of assessment and evaluation Global perspectives on outdoor learning Developing whole school approaches to indoor and outdoor teaching Technology and its role outside the classroom Special Education Needs and Disabilities SEND and learning outdoors Forest School The environmental sector and outdoor learning Whether you re training to become a teacher or already working in the classroom this book demonstrates how the outdoor environment is enriching learning opportunities for children and deepening their connections with the natural world NOW FEATURING Online resources that include free SAGE journal articles weblinks annotated further readings and video to help translate theory into real life practice Sue Waite will be discussing key ideas from *Children Learning Outside the Classroom From Birth to Eleven* in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie To sign up or for more information

*Plans, Ports and Politics* Frank Leighton,2016-12-21 This memoir of a Canadian consulting engineer follows a lifetime planning new ports and transportation systems at a time of explosive growth in BCs infrastructures during the glory days of Premier W A C Bennett and the Hon Phil Gaglardi The book also contains anecdotes from the authors work on four continents and from his early working forays behind the Communist Iron Curtain The book concludes with a review of the highs and lows of a fascinating career which rarely contained a dull moment *Monthly Labor Review* ,1928 Publishes in depth articles on labor subjects current labor statistics information about current labor contracts and book reviews **A Framework for Physical Education in the Early Years** M. E. Carroll, Miss Hazel Manners, Hazel Manners,2003-10-04 This text examines the National Curriculum Physical Education to Key Stage 1 in the light of recent changes It identifies six basic principles which provide the foundation for the rationale curriculum content the teaching and the planning processes

required in providing a balanced programme for children aged 3 to 7 years Special attention is paid to movement education for children of nursery age providing as it does a sound foundation for later work in the early years Games gymnastics dance and swimming are covered in detail and sample units of work for each group provide students in initial teacher training and teachers with valuable materials for use in schools The final chapter looks at the role of the curriculum leader or co ordinator for physical education at Key Stage 1 offering guidance on how to agree and implement a common school policy

Teaching Science and Technology in the Early Years (3-7) Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle, Kendra McMahon, 2019-04-30 Teaching Science and Technology in the Early Years 3 7 celebrates young children s amazing capabilities as scientists designers and technologists Research based yet practical and accessible it demonstrates how scientific designing and making activities are natural to young children and have the potential for contributing to all aspects of their learning By identifying the scientific and technological concepts skills and activities being developed the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning This third edition has been thoroughly updated and features fresh insights into young children s learning from neuroscience and new materialist perspectives a UK wide perspective on Early Years curricula and how they support the inclusion of science and technology as an entitlement for young children new case studies of successful evidence based Early Years practice alongside new examples of practical planning for learning and advice on documenting children s learning stories an updated chapter on assessing and documenting children s learning drawing upon findings from the Teacher Assessment in Primary Science TAPS project at Bath Spa University Based on the latest research and first hand experience this practical and accessible book is essential reading for Early Years and Primary students on undergraduate PGCE and Masters level courses

**The Characteristics of Effective Learning** Annie Woods, 2014-08-27 The characteristics of effective learning playing and exploring active learning and creating and thinking critically underpin young children s learning and development and are central to the revised Early Years Foundation Stage Practitioners need to be confident of planning observing and assessing characteristics of effective learners and understand how they support children s learning and development The book explores what the characteristics of effective learning look like and how practitioners can create opportunities for children to express them It considers the ways in which they connect with children s natural explorations play enjoyment and the environments created by adults Throughout the focus is on building on children s own interests as practitioners plan for observe and assess playing and exploring active learning and creativity and critical thinking Including encounters from authentic settings and provocative questions for reflective practice the book covers children s well being and motivations creating effective learning possibilities for all children engaging children s interests the role of the adult and environment sustained shared thinking This timely new text aims to help practitioners and students develop their understanding of the characteristics of effective learning and show them how they can support young children

in become effective and motivated learners      **Computerworld** ,1995-10-09 For more than 40 years Computerworld has been the leading source of technology news and information for IT influencers worldwide Computerworld s award winning Web site Computerworld com twice monthly publication focused conference series and custom research form the hub of the world s largest global IT media network      *Expert Teaching* Rosie Bisset Turner,2013-12-19 This book is aimed at teachers who wish to improve their professional practice and will help them to think about current practice not only in terms of skills and competences to be developed but also areas of knowledge to be enriched The model of knowledge bases presented is a valuable framework for reflecting on practice and for analyzing professional development needs The book is therefore an ideal text for teachers taking courses that may lead towards an advanced qualification in teaching or who are undertaking in service training and action research programs Teachers approaching threshold assessment will find the book useful in reflecting on the quality of their teaching      *Religious Education 5-11* Imran Mogra,2022-10-12 Religious Education has returned in the limelight of education Religious Education 5 11 deals with present day debates and issues at the heart of this important subject It provides a systematic holistic and unified guidance on teaching RE in primary school The guide features vignettes case studies extracts and viewpoints from experts for deeper engagement Religious Education 5 11 offers ample guidance and suggestions for the classroom The main areas covered include Historical legal and contemporary perspectives What is RE about Aims purposes and the field of enquiry RE in the Early Years Key Stages 1 and 2 Knowledge in RE Concepts attitudes skills dispositions and SMSC Planning and structuring the curriculum Theories classical and contemporary pedagogies and multidisciplinary approaches Assessment and progression Subject leadership and the thriving community Research and lifelong learning in RE This book is an indispensable resource for all student educators early career teachers and classroom practitioners interested in teaching Religious Education in an ambitious contemporary and challenging way

**Clear as Mud** Robert B. Olshansky,Laurie Johnson,2017-11-08 Planning the rebuilding of New Orleans after Hurricanes Katrina and Rita has been among the greatest urban planning challenges of our time Since 2005 Robert B Olshansky and Laurie A Johnson urban planners who specialize in disaster planning and recovery have been working to understand in real time the difficult planning decisions in this unusual situation As both observers of and participants in the difficult process of creating the Unified New Orleans Plan Olshansky and Johnson bring unparalleled detail and insight to this complex story The recovery process has been slow and frustrating in part because New Orleans was so unprepared for the physical challenges of such a disaster but also because it lacked sufficient planning mechanisms to manage community reconstruction in a viable way New Orleans has had to rebuild its buildings and institutions but it has also had to create a community planning structure that is seen as both equitable and effective while also addressing the concerns and demands of state federal nonprofit and private sector stakeholders In documenting how this unprecedented process occurred Olshansky and Johnson spent years on the ground in New Orleans interviewing leaders and citizens and abetting the design and execution of the

Unified New Orleans Plan Their insights will help cities across the globe recognize the challenges of rebuilding and recovering after disaster strikes



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