

## Y2-3 Transition and the curriculum

Our aim is to develop children with enquiring minds; instil in them a love of learning and deliver learning that is purposeful, relevant and builds on children's experiences. We value active learning experiences delivered creatively through a holistic approach. We believe that children who are encouraged to take responsibility and ownership of their learning do so by participating fully in the opportunities offered to them. The learning experiences offered to them should enable the children to acquire skills, attitudes, knowledge and understanding which will enable them to make a considered and informed choice and to problem solve in all manner of contexts.

The curriculum is delivered through the five areas of learning: English, communication and language, mathematical understanding, science and technological understanding, art, design and music and physical health and wellbeing.

A concept forms the basis of learning per term and is led by one of the areas of learning above, with other subjects integrated into the theme or concept. Subjects are taught discretely if necessary to ensure that the integrity of all subjects is maintained.

Each term finishes with a Learning Event, which is a collaborative learning event for parents to share in their children's learning, often creating artwork or music based on the topic of the half term.

Please see the school website for a breakdown of each year group's curriculum.

In order for Year 2 children to feel part of our school and our curriculum before they start, a number of activities take place during the Summer term of Year 2:

Reading and Writing	Summer Term	Outcome for transition
To better understand the process of developing emergent readers and writers.	<ul style="list-style-type: none"> <li>• Opportunity for Year 3 teachers to identify reading habits and behaviours of Year 2 children.</li> <li>• Year 2 children to complete a piece of transition writing in the Summer term as part of move up morning.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 pupils are familiar with HJS.</li> <li>• Year 3 teachers are able to better understand the reading habits of current Year 2 children.</li> <li>• Writing to act as a benchmark to show what the children could do at HIS. Reference can be made to it to show children expectations and links with their previous learning at HIS.</li> </ul>
To improve teachers' knowledge of the development of reading and writing across the primary phase.	<ul style="list-style-type: none"> <li>• Discussions and observations of the teaching of literacy at HIS.</li> </ul>	<ul style="list-style-type: none"> <li>• This will support teachers to see the current strategies employed within the class to aid and guide writing and reading.</li> </ul>

<b>Maths</b>	<b>Summer Term</b>	<b>Outcome for transition</b>
To greater understand how maths is taught in an infant school setting.	<ul style="list-style-type: none"> <li>• Discussions and observations of the teaching of maths at HIS.</li> </ul>	<ul style="list-style-type: none"> <li>• This will support the teaching of maths at the beginning of Year 3 as direct links to prior learning can be made.</li> </ul>
<b>Wider curriculum and transition</b>	<b>Summer Term</b>	<b>Outcome for transition</b>
Data to inform our groupings and interventions for the Autumn term.	<ul style="list-style-type: none"> <li>• HIS to provide standardised scores for reading, spelling and maths for each child.</li> <li>• Reading ages and current book band to be passed on to HJS from HIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows HJS to target children earlier with interventions and learning needs. Need standardised scores for reading ages, spelling ages.</li> <li>• List of non-readers – HJS to plan support for these children to start in week 1.</li> </ul>
Moderation of Year 2 books	<ul style="list-style-type: none"> <li>• HIS to share a wide range of books with HJS teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be able to see the quality of work and begin to plan autumn term to the needs of the children effectively.</li> </ul>
To ease the process of transition from HIS to HJS	<ul style="list-style-type: none"> <li>• Children to join HJS for 2 assemblies</li> <li>• Children to join HJS for 2 story times.</li> <li>• Children to join HJS for 3 playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an opportunity for the children to start integrating into the life of the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Assembly by Year 3 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have a chance to see the Year 3 teachers and learn more about life at HJS, as well as to ask their own questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• School tour</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be taken around the school by Year 6 children in order to see their new surroundings.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sports morning</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 children join HJS for the races for Sports morning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Transition morning</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 children will join their new classes for the morning 30th June with their new teachers.</li> </ul>