

Firs Primary School

Curriculum Progression

From Early Years Foundation Stage into Year 1

(Updated September 2021)



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Maths

EYFS Curriculum – Early Learning Goals (<i>Additional Progression Guidance where appropriate in Italics</i>)	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Mathematics: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. <p>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. 	
<p>Mathematics: Number</p> <ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	

<p>Mathematics: Shape, Space and Measures</p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p> <p>Development Matters – 3 and 4-Year-Olds Mathematics</p> <ul style="list-style-type: none"> • <i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</i> • <i>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</i> • <i>Make comparisons between objects relating to size, length, weight and capacity.</i> • <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</i> • <i>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</i> 	<p>Measurement</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) <p>Measure and begin to record:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position, directions and movements, including half, quarter and three-quarter turns. <p>Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes). 	
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<p>Development Matters – Reception Mathematics</p> <ul style="list-style-type: none">• <i>Select, rotate and manipulate shapes to develop spatial reasoning skills.</i>• <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i>• <i>Continue, copy and create repeating patterns.</i>• <i>Compare length, weight and capacity</i>		
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English

EYFS Curriculum – Early Learning Goals (<i>Additional Progression Guidance where appropriate in Italics</i>)	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Literacy: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. 	
<p>Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 	<p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	

<p>Literacy: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them 	
<p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Transcription Spelling Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. 	<p><u>Talk for Writing Text Structure</u></p> <p><u>Fiction</u></p> <p>Plan opening around character/s, setting, time of day and weather</p>

<p>Additional Progression Guidance: Talk for Writing Text Structure <u>Fiction</u></p> <p>5-part story:</p> <ul style="list-style-type: none"> • <i>Once upon a time</i> • <i>First/then/next</i> • <i>But</i> • <i>So</i> • <i>Finally,.....happily ever after</i> <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • <i>Factual writing closely linked to a story</i> • <i>Simple factual sentences based around a theme</i> • <i>Names</i> • <i>Labels</i> • <i>Messages</i> • <i>Captions</i> • <i>Lists</i> • <i>Diagrams</i> <p>Talk for Writing Sentence Construction</p> <p>Introduce:</p> <ul style="list-style-type: none"> • <i>Simple sentences</i> • <i>Simple connectives (and, who, until, but)</i> • <i>Say a sentence, write and read it back to me to check it makes sense</i> • <i>Compound sentences using connectives (and/but)</i> • <i>-ly openers e.g. luckily/ Unfortunately</i> 	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; • use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. <p>As well as:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; 	<p>5-part story:</p> <ul style="list-style-type: none"> • Opening (once upon a time) • Build Up (one day/early one morning etc) • Problem/Dilemma (Suddenly/unfortunately) • Resolution (Fortunately/luckily) • Ending (Finally) <p><u>Non-fiction</u></p> <p>4-part structure</p> <ul style="list-style-type: none"> • Heading • Introduction (opening factual statement) • Middle section (simple factual statements, bullet points for instructions, labelled diagrams) • Ending (concluding sentence) <p>Talk for Writing Sentence Construction</p> <p>Types of sentences:</p> <ul style="list-style-type: none"> • Statements • Questions • Exclamations <p>Simple Connectives:</p> <ul style="list-style-type: none"> • And • Or • But • So • Because • So that • Then • That • While • When
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<ul style="list-style-type: none"> • 'Run' (this is repetition for rhythm e.g. he walked and he walked) • Repetition in description (e.g. a lean cat, a mean cat) <p>Talk for Writing Word Structure/Language Introduce:</p> <p>Determiners:</p> <ul style="list-style-type: none"> • a • my • your • an • this • that • his • her • their • some • all <p>Prepositions:</p> <ul style="list-style-type: none"> • up • down • in • into • out • to • onto <ul style="list-style-type: none"> • Adjectives: e.g. old, little, big, small, quiet • Adverbs: e.g. luckily, unfortunately, fortunately • Similes: Using 'like' <p>Talk for Writing Punctuation</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> • Where <p>Also as openers:</p> <ul style="list-style-type: none"> • While... • When... • Where... • -ly openers (fortunately/ unfortunately sadly etc) • Simple sentences (e.g. I went to the park, The castle is haunted) <ul style="list-style-type: none"> • Embellished simple sentences using adjectives (e.g. The giant had an enormous beard. Red squirrels may enjoy eating lovely nuts) • Compound sentences using connectives (coordinating conjunctions): and/but/so e.g. Charlie hid but Sally found him • Complex sentences: <ul style="list-style-type: none"> -Use of 'who' (relative clause) e.g. There are many children who like ice-cream -'Run' (repetition for rhythm) e.g. He walked and he walked -Repetition for description (a green dragon, a fiery dragon) <p>Talk for Writing Word Structure/Language</p> <p>Introduce:</p> <p>Prepositions:</p> <ul style="list-style-type: none"> • inside • outside • towards • across • under <p>Determiners:</p> <ul style="list-style-type: none"> • the
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Introduce:

- *Finger spaces*
- *Capital letters*
- *Full stops*

- my
- your
- an
- this
- that
- his
- her
- their
- some
- all
- lots of
- many
- more
- those
- these

- Adjectives: to describe e.g. the old house
- Alliteration: e.g. the dangerous dragon, slimy snake
- Similes using as e.g. as tall as a house
- Precise, clear language to give information e.g. first, switch on the red button. Next, wait for the green light to flash
- Regular plural suffixes -s or -es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs e.g. helping, helper, helped
- How the prefix un- changes the meaning of verbs and adjectives (negation e.g. unkind, untie, undoing)

Talk for Writing Punctuation

Introduce:

		<ul style="list-style-type: none"> • Capital letters – capital letters for names • Capital letter for the personal pronoun I • Full stops • Question marks • Exclamation marks • Speech bubble • Bullet points
<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	
<p>Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back and-forth exchanges with their teacher and peers. <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from 	<p>English Spoken Language</p> <p>Listen and respond appropriately to adults and peers.</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. 	

<p>stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher 	<ul style="list-style-type: none"> • Participate in discussion, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 	
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Science

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Working Scientifically</p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) 	

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Change

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

History

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Understanding the World: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) 	<p>Chronology</p> <ul style="list-style-type: none"> • Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time • Show where places, people and events fit into a broad chronological framework • Begin to use dates <p>Historical Terms</p> <ul style="list-style-type: none"> • Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask and begin to answer questions about events • e.g. When? What happened? What was it like.? Why? Who was involved? • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites • Choose and use parts of stories and other sources to show understanding of events • Communicate understanding of the past in a variety of ways <p>Interpreting History</p> <ul style="list-style-type: none"> • Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays <p>Continuity and Change</p> <ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life e.g. holidays

	<ul style="list-style-type: none"> • Significant historical events, people, places in their own locality 	<p>Causes and Consequences</p> <ul style="list-style-type: none"> • Recognise why people did things • Recognise why some events happened • Recognise what happened as a result of people's actions or events <p>Similarities and Differences</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods, including their own lives <p>Significance</p> <ul style="list-style-type: none"> • Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why
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Geography

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p>	<p>Map Skills</p> <p>Using Maps</p> <ul style="list-style-type: none"> • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down, left and right, forwards and backwards <p>Map Knowledge</p> <ul style="list-style-type: none"> • Use world maps to identify the UK in its position in the world. • Use maps to locate the four countries and capital cities of UK and its surrounding seas <p>Making Maps</p> <ul style="list-style-type: none"> • Draw basic maps, including appropriate symbols and pictures to represent places or features • Use photographs and maps to identify features

- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.
- Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Physical Education

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Physical Development: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control <p>Dance</p> <ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to the music. • To practice taking off from different positions. <p>Multi-Skills</p> <ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases.

		<ul style="list-style-type: none"> • To combine a number of coordinated drills using upper and lower body movements. • To aim at a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions with control and fluency. • To practice ABC (agility, balance and coordination) at circuit stations. <p>Ball Skills</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, agility and coordination. • To master basic sending and receiving skills. • To master basic sending and receiving as well as developing balance, agility and coordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in game-based activities. <p>Throwing and Catching</p> <ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. <p>Athletics</p> <ul style="list-style-type: none"> • To use varying speeds when running.
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Art and Design

EYFS Curriculum – Early Learning Goals (<i>Additional Progression Guidance where appropriate in Italics</i>)	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Additional Progression Guidance</p> <p>Drawing</p> <ul style="list-style-type: none"> • <i>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</i> • <i>Use and begin to control a range of media.</i> • <i>Draw on different surfaces and coloured paper.</i> • <i>Produce lines of different thickness and tone using a pencil.</i> • <i>Start to produce different patterns and textures from observations, imagination and illustrations.</i> <p>Painting</p> <ul style="list-style-type: none"> • <i>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.</i> • <i>Mix and match colours to different artefacts and objects.</i> • <i>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</i> 	<p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. 	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. <p>Painting</p> <ul style="list-style-type: none"> • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint without the use of black or white. • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>3D Work</p> <ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.

<p>3D Work</p> <ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. <p>Textiles and Collage</p> <ul style="list-style-type: none"> • Handles and manipulates materials such as threads, cottons, wool, raffia, grass • Is aware of colour, texture and shape • Sorts, collects, discusses and pulls apart cloths and threads <p>Artist Knowledge</p> <ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. <p>Printing</p> <ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture. <p>Developing Ideas</p> <ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. 		<ul style="list-style-type: none"> • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way. <p>Textiles and Collage</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.) • Weave using recycled materials – paper, carrier bags • Investigate a range of textures through rubbings • Simple batik work • Develop tearing, cutting and layering paper to create different effects • Dye fabrics using tea, red cabbage, beetroot, onion, spinach • Weave with wool <p>Artist Knowledge</p> <ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Printing</p> <ul style="list-style-type: none"> • Explore printing simple pictures with a range of
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		<p>hard and soft materials e.g. cork, pen barrels, sponge.</p> <ul style="list-style-type: none">• Experience impressed printing: e.g. printing from objects.• Use equipment and media correctly and be able to produce a clean printed image.• Explore printing in relief: e.g. String and card.• Begin to identify forms of printing: Books, posters pictures, fabrics.• Use printmaking to create a repeating pattern. <p>Developing Ideas</p> <ul style="list-style-type: none">• Start to record simple media explorations in a sketch book.
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Design and Technology

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p>	

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| | <ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable.• Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none">• Use the basic principles of a healthy and varied diet.• Understand where food comes from. | |
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Computing

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>	<p>Computing</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology 	

Music

EYFS Curriculum – Early Learning Goals (<i>Additional Progression Guidance where appropriate in Italics</i>)	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Additional Progression Guidance</p> <p>Perform</p> <p>Using their voices:</p> <ul style="list-style-type: none"> • <i>Speak and chant short phases together</i> • <i>Find their singing voice and begin to develop an awareness of pitch over a small range of notes</i> • <i>Make changes in their voices to express different moods /feelings</i> • <i>Co-ordinate actions to go with a song Sing short phrases or responses on their own</i> • <i>Sing a variety of songs both accompanied and unaccompanied.</i> <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> • <i>Play instruments by shaking, scraping, rattling, tapping etc</i> • <i>Start and stop together</i> • <i>Begin to develop a sense of beat, using instruments or body sounds</i> • <i>Respond to symbols or hand signs Play loudly, quietly, fast, slow</i> • <i>Copy a simple rhythm pattern or number of beats played on an instrument.</i> • <i>Play along to music showing a developing awareness of the beat</i> 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>Perform</p> <p>Using their voice</p> <ul style="list-style-type: none"> • Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms • Match notes played on a chime bar to find their singing voice. • Follow the shape of a melody. • Sing songs matching the pitch as they do so. • Recognise phrase lengths and know when to breathe with an attention to posture. • Use movement to show phrases. • Perform each phrase in a different way <p>Instruments</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically <p>Compose</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Listen, Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality live and recorded music. • Recall and perform rhythmic patterns • Use instruments to copy back a rhythm • Play a chime bar • Use movement and dance to reinforce the enjoyment of music. • Respond to long and short sounds.

<ul style="list-style-type: none"> • <i>Play with a sense of purpose and enjoyment.</i> <p>Compose</p> <p>Exploring:</p> <ul style="list-style-type: none"> • <i>Different sounds made by the voice, hands, found objects and conventional instruments (timbre)</i> • <i>High and low sounds (pitch)</i> • <i>Long and short sounds (duration)</i> • <i>Loud and quiet sounds (dynamics)</i> • <i>Fast and slow sounds (tempo)</i> • <i>Begin to be aware of the effect that different sounds have to convey mood or meaning</i> <p>Composing:</p> <ul style="list-style-type: none"> • <i>Begin to create and manipulate different effects on a sound source or instrument</i> • <i>Add chosen sound effects at an appropriate moment in a story or song</i> • <i>Sort and name different sounds</i> • <i>Create a sequence of sounds</i> <p>Listen, Developing Knowledge and Understanding</p> <p>Listening:</p> <ul style="list-style-type: none"> • <i>Listen to sounds and respond by talking about them or physically with movement and dance</i> • <i>Recognise the sounds of the percussion instruments used in the classroom and identify and name them</i> • <i>Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</i> <p>Appraising:</p> <ul style="list-style-type: none"> • <i>Begin to identify and describe key features or extreme contrasts within a piece of music</i> 		<ul style="list-style-type: none"> • To talk about high middle and low sounds. • Sing back melodic phrases. • Express thoughts and feelings about music. • Identify a variety of instruments that can be heard and describe sounds. • Identify the pulse in music. • Tap knees in time with steady beat music • Sing back melodic phrases from known sounds. • Listen to different sounds in the environment. • Identify features of music. • Recognise long and short sounds and make longer and shorter sounds with their voices. <p>Improvising and Experimenting</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Explore different sounds using body percussion • Make various sound effects. • Suggest which instruments make which sounds. • Select sounds sources carefully in response to a story suggest what sounds could be added. • Make own short sequence of sounds using symbols as support • Make sounds and recognize how they can communicate ideas. • Create a sound story. • Create rhythmic patterns • Make up simple dance patterns – keeping in time to the pulse and rhythm. • Use voices to provide sound effects. • Create long and short sounds on instruments. • Find and play by ear phrases of well known songs on tuned instruments. • Make up 3 notes independently
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<ul style="list-style-type: none"> • <i>Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</i> <p><i>Improvising and Experimenting</i></p> <ul style="list-style-type: none"> • <i>Matches music to pictures/visual resources.</i> • <i>Describes the sound of instruments eg scratchy sound, soft sound.</i> • <i>Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music</i> 		<ul style="list-style-type: none"> • Record own tunes <p>Children should</p> <ul style="list-style-type: none"> • Experiment with different timbres • Explore concepts of low/quite/fast/slow • Explore the effect of silence • Experiment and change sounds • Make flash cards with symbols to help children remember the different sections of composition • Experiment to improve the intended effect • Give the composition a title.
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PSHE

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Personal, Social and Emotional Development: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p><i>See objectives (right) from the school's PSHE scheme of work.</i></p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>Valuing Difference</p>

<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 		<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others <p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss.
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		<p>Being My Best</p> <ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. <p>Growing and Changing</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby;
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		<ul style="list-style-type: none">• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.• Identify things they could do as a baby, a toddler and can do now;• Identify the people who help/helped them at those different stages.• Explain the difference between teasing and bullying;• Give examples of what they can do if they experience or witness bullying;• Say who they could get help from in a bullying situation.• Explain the difference between a secret and a nice surprise;• Identify situations as being secrets or surprises;• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.• Identify parts of the body that are private;• Describe ways in which private parts can be kept private;• Identify people they can talk to about their private parts.
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