

Estcourt EYFS - Year 1 Curriculum Transition Document

Science	Working Scientifically	Everyday Materials	Seasonal Changes	Animals including Humans	Plants
EYFS	<p>Show curiosity about objects, events and people and use their senses to explore the world around them.</p> <p>Make comments and question why things happen in the world around them.</p> <p>Engage in new experiences and learn by trial and error.</p> <p>Find ways to solve problems, find new ways to do things and test their ideas.</p> <p>Closely observe what people, animals and vehicles do.</p> <p>Make links and notice patterns in their experience.</p> <p>To explore and use simple equipment to explore the world around them magnifying glass, bug magnifier, magnets, thermometer, light sources – torches etc.</p> <p>Create simple representations of events, people and objects.</p> <p>Answer how and why questions about their experiences.</p> <p>Explore and make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Build up vocabulary that reflects the breadth of their experience and use it during discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>Exploring media and materials is a key focus across EYFS as part of continuous provision.</p> <p>Mud kitchen allows opportunities for creating mixtures, exploring texture, separating materials/mixtures through sieves/colanders.</p> <p>Non-fiction books for objects in the environments such as buildings, cars and ships.</p> <p>Indoor and outdoor construction available continuously, including waterproof/resistant and non-waterproof/resistant fabrics</p> <p>Investigation tuff trays which link to topics and key themes throughout the year.</p> <p>Water and sand play offer opportunities to investigate different states and textures as well as capacity.</p> <p>Provision areas are rich in materials for creating collages, 3D models and artwork. They give opportunities to assemble, attach, connect, stick, join and link materials together.</p> <p>Recycling paper and card and other recyclable materials in line with refuse collection.</p> <p>Transient art with natural objects</p> <p>Understand some important processes and changes in the natural world around them, including changing states of matter, e.g. materials freezing or</p>	<p>Seasons planned into EYFS long term planning with themed displays/transient art, non-fiction books and season related stories inc. F2 T4W Driving Text: Stickman that transitions through Autumn to Winter.</p> <p>Key focus on changes in the weather and environment is developed in investigation work and exploring media and materials.</p> <p>Exploring changes of states as part of UW and giving opportunities to explain changes in the environment, e.g. ice in the water tray and snow exploration, water evaporating, leaves changing colour and falling from the trees,</p> <p>Outdoor provision provides year-round opportunities for observing animals and minibeasts in their natural environments.</p> <p>Growing and planting all year-round which links to seasonal fruit and vegetables.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons, e.g. changes to plants, changes in the weather.</p>	<p>Sensory play throughout the year developed as enhancements through continuous provision.</p> <p>Phase 1 phonics focuses on sound discrimination and tuning into sounds.</p> <p>Exploring media/materials gives opportunities to explore a range of sensory/malleable materials such as play dough, clay etc.</p> <p>Small world provision supports animal categories such as arctic animals, seasonal dependant.</p> <p>Outdoor environment and 'garden' provide opportunities to observe minibeasts/animals and understand how we can attract/support these.</p> <p>F1 T4W Driving Text: The Very Hungry Caterpillar</p> <p>F2 T4W Driving Text: Owl Babies looking at nocturnal animals.</p> <p>F2 T4W Driving Text: The Teeny Weeny Tadpole looking at the life cycle of a frog.</p> <p>Focus on oral health inc. daily Brush Bus</p> <p>F2 Spring 2 Jigsaw unit Healthy Me focuses on keeping our body healthy.</p> <p>F2 Summer 2 Jigsaw unit Changing Me focuses on changes, including naming body parts.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p>	<p>Planting and growing activities indoors and outdoors all year round, including, but not limited to, wild flowers, potatoes, peas, tomatoes, sunflowers, turnips, strawberries, rhubarb.</p> <p>Children actively involved in maintaining EYFS 'garden' throughout the year, i.e. preparing planting beds, planting seeds/seedlings, watering, weeding, harvesting, washing and preparing fruits/vegetables, etc.</p> <p>Reception Autumn 1 Talk for Writing unit 'Little Red Hen' focus on process of 'farm to fork'.</p> <p>F1 T4W Driving Text: Jasper's Beanstalk</p> <p>F1 T4W Driving Text: The Enormous Turnip</p> <p>F2 T4W Driving Text: Oliver's Vegetables</p> <p>F2 T4W Driving Text: Little Red Hen</p> <p>Gardening equipment available outdoor all year round.</p> <p>Observation paintings of flowers/plants.</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p>

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		<p>melting in response to the weather/temperature.</p> <p>F2 T4W Driving Text: Whatever next linking to light and dark.</p>		<p>F2 T4W Driving Text: Handa's Surprise - Know some similarities and differences between the world around them and contrasting environments.</p>	
Year 1	<p>To use simple equipment to carry out a test with support (stopwatches, rain gauge, thermometer, anemometer, magnifying glass).</p> <p>To carry out simple tests that have been set up with help.</p> <p>To use structured templates and frames.</p> <p>To record investigation data and observations in a logical format.</p> <p>To explain, with help, why data needs to be captured accurately.</p> <p>To look at observations and, with support, begin to think about what answers they may suggest.</p> <p>To ask questions about the world around them.</p> <p>To use simple measurements suggested by the teacher to record data.</p> <p>To understand that some investigations happen over a longer period of time but the data needs to be captured in the same way.</p> <p>To review data and observations, with support, and begin to see that it may help to answer a question.</p> <p>To identify features of living things, with support.</p>	<p>To identify that objects of all kinds are made of very different materials - plastic, glass, rubber, wood, stone or rock, paper, and metal.</p> <p>To explain that the materials from which objects are made have different properties.</p> <p>To explain that objects are made from different materials because of their properties and that they are suited to doing a specific job.</p> <p>To understand that water can change to form ice and may be used differently when it is like this.</p> <p>To work out whether materials are hard or soft, bendy, or stiff, rough, or smooth, shiny, or dull, see-through or non-see-through, waterproof or absorbent.</p> <p>To explain why some objects have been made from certain materials.</p> <p>To begin to sort materials into different groups depending on their properties.</p>	<p>To name the 4 seasons and understand which months fall into the different seasons.</p> <p>To explain how the weather changes over the 4 seasons.</p> <p>To describe that the day changes in length depending on which season we are in.</p> <p>To describe how our behaviour changes depending on which season we are in.</p> <p>To ask questions about the world around them</p>	<p>To identify and name common animals that are fish, amphibians, reptiles, birds, and mammals e.g., dogs cats, goldfish, dolphins, crocodiles, snakes, frogs, toads, blackbirds, parrots</p> <p>To see that there are similarities between them all but that there are many differences.</p> <p>To know what a carnivore is and name some examples.</p> <p>To know what a herbivore is and can name some examples.</p> <p>To know what an omnivore is, and to name some of them.</p>	<p>To name some common wild and garden flowers and plants e.g., roses, daffodils, daisies, buttercups, bluebells, ivy, cherry blossom.</p> <p>To name some deciduous trees e.g., oak, ash, birch, weeping willow, and evergreen trees e.g., fir, laurel, holly.</p> <p>To understand the difference between wild and garden flowering plants.</p> <p>To name the basic parts of a flower - stem, root, flower and leaf, petal.</p> <p>To name the basic parts of a tree - root, trunk, branch, twig, leaf, and bark.</p> <p>To observe how some plants change over a long period of time - some trees lose all their leaves, leaves change colour in Autumn and flowers die in the winter, In Spring some plants emerge from the ground</p>

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History	Chronology	Significant people and events	Similarities and differences	Historical Sources	Enquiry
EYFS	<p>Autumn 1 EY REC 'It's All About You...' – Sequence photographs from different parts of their life - baby photos – life cycles</p> <p>F2 Summer 2 Jigsaw PSHE unit 'Changing Me' focus on changes from babies to adults.</p> <p>Days of the week and birthdays.</p> <p>Times and routines of the day inc. use of a visual timetable.</p> <p>T4W signposts (First, then, next, after that, finally).</p> <p>Changes in the local community of Hull – past and present.</p> <p>F2 T4W Driving Text 'Whatever Next!' linking to Moon Landing by Neil Armstrong</p>	<p>F1 T4W Driving Text 'My Mummy and Daddy make me Laugh', F2 T4W Driving Text 'Owl Babies' and F2 T4W Driving Text 'Handa's Surprise' linking to knowing about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Talk about and describe events, or family members, from their past that is important to them.</p> <p>Guy Fawkes - Bonfire night</p> <p>Autumn 1 EY REC 'It's All About You...' – Sequence photographs from different parts of their life - baby photos</p> <p>F2 T4W Driving Text 'Whatever Next!' linking to Moon Landing by Neil Armstrong</p> <p>T4W 'Who is Shakespeare?' in Spring 2</p>	<p>Know some similarities and difference between objects and places in the past and now, e.g. home appliances, homes and buildings, transport.</p> <p>Comparing photographs.</p> <p>Linking old artefacts comparing with new objects.</p> <p>Visual discrimination – talking about differences.</p> <p>Autumn 1 EY REC 'It's All About You...' changes as we grow.</p> <p>F2 Summer 2 Jigsaw PSHE unit 'Changing Me' focus on changes from babies to adults.</p> <p>Dinosaur figures as part of continuous provision in the 'small world' area.</p>	<p>Photographs – old and new; past and present inc. staff photos.</p> <p>Artefacts</p> <p>Video and film clips</p> <p>Non-fiction books and stories</p> <p>Traditional tales – What is different in the stories to our lives now? What is the same?</p>	<p>Dinosaur figures as part of continuous provision in the outdoor 'small world' area.</p> <p>Talk about some of the things they have observed, and how things are different or the same.</p> <p>Give explanations drawing on vocabulary from stories, non-fiction and experiences, and by connecting ideas and events.</p>
Year 1	<p>To know the order of different forms of transport.</p> <p>To describe generally times in Britain when different transport was required.</p> <p>To know generally where the life of dinosaurs fits in time.</p>	<p>To know who was important in national and international travel and transport achievements.</p> <p>To suggest some reasons why certain transport is better than others.</p> <p>To understand that dinosaurs became extinct.</p>	<p>To describe things that are similar between different types of dinosaurs.</p> <p>To compare dinosaurs with living things in modern day.</p> <p>To describe things that are similar between different forms of transport in the past and modern day.</p> <p>To compare transport of the past with transport available in modern day.</p>	<p>To use books, images and stories to find out about the past.</p>	<p>To ask questions about life during the dinosaurs.</p> <p>To use historical sources to form questions about the past.</p> <p>To ask questions about transport in the past.</p> <p>To use historical sources to form questions about the past.</p>

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Geography	Location and place	Fieldwork	Making Comparisons	Geographical Sources
EYFS	<p>Describe their immediate environment including local area using knowledge from observation, discussion, stories, non-fiction and maps.</p> <p>F1 T4W Driving Texts 'We're Going on a Bear Hunt' and 'Rainbow Fish' looking at journeys, different localities and mapping.</p> <p>F2 T4W Driving Texts 'The Snail and the Whale', 'Handa's Surprise', 'Whatever Next!', 'Gingerbread Man' and 'Stickman' looking at journeys, different localities and mapping.</p> <p>F2 T4W Driving Texts 'Owl Babies' exploring the theme, Lost and Found.</p> <p>Small world and construction provision</p> <p>Cultural themed days to celebrate diversity.</p> <p>Map of the world with children's countries of birth highlighted.</p>	<p>In small groups, walk around the local area to understand the location of the school in comparison to other places.</p> <p>F2 Summer 2 Maths 'Visualise, build and map' linking to maps made in relation to our journey to school and/or characters within their stories</p> <p>Outdoor continuous provision all year round.</p>	<p>F2 T4W Driving Text 'Handa's Surprise' linking to exploring some similarities and differences between life in this country and life in Africa.</p> <p>F2 T4W Driving Text 'Handa's Surprise' linking to identifying and comparing the different habitats of animals in the immediate environment and comparing to African animals.</p> <p>F1 and F2 EY REC Summer 2 'Go Your Own Way...' including discussions about the weather and how it affects us and the environment.</p> <p>Observe and discuss seasonal weather changes across the year.</p> <p>Outdoor environment as continuous provision all year round for children to observe and experience changes and differences first-hand.</p>	<p>Stories and non-fiction texts</p> <p>F2 T4W Driving Text 'Handa's Surprise' looking at a map of Africa, an atlas and a globe.</p> <p>Photographs of school and local area in Home Corner.</p> <p>Videos and film clips</p> <p>Magnifying glasses</p> <p>Observe and describe features first-hand in their immediate environment.</p>
Year 1	<p>To use basic geographical vocabulary to refer to key physical features of their school.</p> <p>To use basic geographical vocabulary to refer to key physical features of their local area and Tanzania.</p> <p>To use basic geographical vocabulary to refer to key human features of their local area and Tanzania.</p> <p>To name the world's seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.</p> <p>To name the four seasons and describe their typical seasonal and daily weather.</p> <p>To recognise the equator, the North Pole and the South Pole on a globe.</p>	<p>To observe the school environment and its grounds for human and physical features.</p> <p>To sketch physical and human features of their school.</p> <p>To observe human and physical features in their locality.</p> <p>To sketch physical and human features in their locality.</p> <p>To add labels to field sketches of their locality.</p> <p>To use a camera in the field to record what is seen in their school.</p> <p>To use a camera in the field to record what is seen in their locality.</p> <p>To use and understand words relating to</p>	<p>To compare places using the words hot and cold.</p> <p>To describe what is the same and what is different between England and Tanzania.</p> <p>To use words relating to weather to compare the four seasons.</p> <p>To say what they like about Tanzania compared to England.</p> <p>To understand that weather can have an impact on human and physical geography.</p> <p>To compare trees that grow in Kenya and the UK.</p>	<p>To use a simple map for a route of the school.</p> <p>To use a simple map to identify the United Kingdom and Tanzania.</p> <p>To use a simple map to identify England and Kenya.</p> <p>To know and recognise a map.</p> <p>To recognise the equator, the North Pole and the South Pole on a globe.</p> <p>To use locational and directional language to describe routes on a map of the school (left, right, past).</p> <p>To use locational and directional language to describe the location of features on a map (up, down, near, far).</p>

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	<p>To ask geographical questions about weather patterns.</p> <p>To ask geographical questions about the features of Tanzania.</p>	<p>working in the field: observe, environment, camera, photograph.</p> <p>To observe and record information using sketches and memory maps.</p> <p>To carry out a small survey of the school.</p>		<p>To devise a simple map of school.</p>
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Design Technology	Food and Nutrition	Construction	Mechanical Components	Textiles
EYFS	<p>Opportunities to undertaking cooking/baking activities, EY REC T4W Driving Texts such as The Little Red Hen, The Gingerbread Man, The Enormous Turnip and The Very Hungry Caterpillar.</p> <p>Daily snack of toast, fruit and milk.</p> <p>F2 Spring 2 Jigsaw unit 'Healthy Me' includes focus on healthy food/diet.</p> <p>Growing and planting vegetables all year round linked to continuous provision and curriculum.</p> <p>Food tasting opportunities throughout the year which link to cultures and festivals including fruits explored in F2 T4W Driving Text 'Handa's Surprise.'</p> <p>Children encouraged to make healthy and varied food choices when selecting school meals.</p> <p>Healthy eating and oral health (Brush Bus) reinforced throughout continuous provision and daily discussions.</p>	<p>Variety of construction resources accessible in continuous provision, including large and small block construction and small construction kits.</p> <p>Variety of resources outside for constructing materials, e.g. crates, poles, wooden planks, foam bricks, large boxes.</p> <p>Variety of scissors provided to meet the needs of individuals – loop scissors, self-opening scissors, training scissors, left/right-handed child scissors.</p> <p>Safely use and explore a variety of tools and techniques, exploring with colour, design, texture, form and function, including scissors, hole punch, rolling pins, dough cutters, glue, tape.</p>	<p>Variety of construction kits resources accessible in continuous provision, providing children with the opportunity to explore joining different components. Children given opportunities for making designs and building in the construction area.</p> <p>Sand and water provision outdoor incorporates opportunities for investigation of different components.</p> <p>F2 T4W Driving Text 'The Snail and the Whale' linking to investigations of floating and sinking.</p>	<p>Variety of 'covers' provided outside for den building to accommodate different weather conditions, e.g. fabric, tarpaulin, camouflage netting, for children to explore and make choices about which is appropriate to the current weather conditions.</p> <p>Waterproof clothing and wellies provided for children to wear in wet weather – develop an understanding of how they can protect their clothing including linking through F2 T4W Driving Text 'Whatever Next!'</p>
Food and Nutrition		Mechanical Components		
Year 1	<p>To understand that food comes from plants and animals.</p> <p>To sort fruits and vegetables based on colour, texture and taste.</p> <p>To understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>To understand what a healthy meal is.</p> <p>To understand that hands and utensils need to be washed before cooking.</p> <p>To use a knife to cut fruit and vegetables into smaller pieces.</p> <p>To understand how to hold fruit and vegetables so that they can be cut safely.</p> <p>To use a spoon to mix.</p>	<p>Designing</p> <p>To talk about the purpose of a wheel.</p> <p>To talk about their own experience of vehicles with wheels.</p> <p>To talk about designs for vehicles to carry a toy.</p> <p>To make a drawing of a design for a four-wheel vehicle to carry a toy.</p> <p>Making</p> <p>To experiment with construction kits to make an object that moves.</p> <p>To attach wheels to a chassis using an axle with cotton reels and dowels.</p> <p>To attach wheels to a chassis using an axle with straws and paper wheels/ circles.</p> <p>Evaluating</p> <p>To suggest reasons why a wheel and axle wobbles based on hole position.</p> <p>To talk about why their vehicle moves.</p> <p>To say what is similar about their and another vehicle.</p> <p>Technical Knowledge</p> <p>To recognise the different between fixed and freely moving axles.</p> <p>To understand what a wheel, chassis and axle is.</p>		

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Art and Design	Responding to art	Sculpture and Form	Painting and Colour	Drawing line and tone	Printing, Pattern and Textiles
EYFS	<p>To talk about their own creations and say what they are proud of and why.</p> <p>To begin to explain their choice of materials when constructing masterpieces.</p> <p>To begin to explain their likes and dislikes around others work.</p>	<p>Playdough in continuous provision, with a variety of tools and resources available. Enhancements added also to support fine motor skills.</p> <p>Malleable materials – shaving foam, gloop.</p> <p>Transient art materials across continuous provision, e.g. sand, playdough, Maths, small world</p> <p>Wet sand play in outdoor continuous provision with a variety of tools and resources to shape/manipulate the sand, e.g. buckets, scoops, spoons, natural materials, shells, stones and vehicles.</p>	<p>Art area including access to sketching pencils, coloured pencils, crayons, soft pastels and scissors.</p> <p>A range of paints available throughout the year.</p> <p>F2 T4W Driving Text 'Handa's Surprise' linking to watercolour Africa sunset scenes.</p> <p>Colour mixing and shade charts available in continuous provision.</p> <p>F1 T4W Driving Text 'Brown Bear, Brown Bear, What Do You See?' focus on exploring individual colours and shades.</p> <p>Focus on mixing secondary colours using primary colours.</p>	<p>Observational drawing links as part of basic skills which is progressive throughout the year.</p> <p>Fine motor movement experience across F1 and F2 continuous provision and during focus group sessions to promote the development of early mark making skills through a range of materials.</p> <p>Sketching pencils available in Creative area.</p> <p>Soft pastels available in Creative area.</p>	<p>Tool use is modelled to children throughout provision – different ways of attaching, cutting, attaching, stitching.</p> <p>Opportunities planned through direct teaching/instruction and continuous provision to introduce a range of printing, pattern and textiles techniques.</p>
Year 1	<p>Sculpture & Form To say what they like about the natural sculptures created by Andy Goldsworthy. To say what they like about their natural sculptures and suggest one more suitable material.</p> <p>Printing To say what they like about artwork created by Joan Miro. To use their opinion about the work of Joan Miro to say what they like about their printing</p>	<p>To place items into a certain position to create a natural sculpture.</p> <p>To indent and shape plasticine to create a print for printmaking.</p>	<p>To recognise primary colours.</p> <p>To experiment with mixing colours.</p> <p>To use different brushes to create different thickness of line.</p> <p>To discover the interplay between wax and watercolour.</p>	<p>To control lines when creating simple drawings from observations.</p> <p>To control lines when creating simple drawings from imagination.</p> <p>To draw different types of line (straight, wavy, zig-zag).</p> <p>To use different pressure to create a different tone (pencil and rubbings).</p> <p>To recognise that taking rubbings creates a drawing with texture. To use wax, graphite, felt tips, pen and chalk as different drawing materials.</p>	<p>To use plasticine to create a block printing.</p> <p>To explore printing with hard and soft materials.</p> <p>To use plasticine to make a simple block.</p> <p>To use prints to create a simple pattern.</p> <p>To use tearing, cutting and layering paper to create different effects in collage.</p>

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R.E	Belonging	Origin	Journey	Worship	Symbolism
EYFS	<p>Nursery rhyme songs</p> <p>F1 T4W Driving Text 'My Mummy and Daddy make me Laugh', F2 T4W Driving Text 'Owl Babies' and F2 T4W Driving Text 'Handa's Surprise' linking to knowing about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Jigsaw: Being Me in the World, Relationships and Celebrating Difference.</p>	<p>Singing Christmas Songs for the Nativity.</p> <p>Re telling the birth of Jesus in Nativity.</p> <p>Birth of Jesus role play area in the classroom during December.</p>	<p>F2 T4W Driving Text 'Whatever Next! linking to the journey from home to the moon.</p> <p>F2 T4W Driving Text 'Handa's Surprise' linking to looking at different countries and why people go on holiday.</p>	<p>Discussion on Eid when relevant.</p> <p>TFW Cycle: Discussing likes, dislikes, puzzles in patterns when discussing current T4W Driving Text.</p> <p>Summarising the end of day story as to what the story was about.</p> <p>Local Vicar Visit</p>	<p>The Easter Story.</p> <p>Introduction to Mathematic symbols in Master the Curriculum, F2.</p>
Year 1	<p>To understand what it means to belong.</p> <p>To recognise some of the different groups we belong to (families, clubs, community, academy).</p> <p>To recognise that we can be friends with people that belong to different groups and believe different things.</p> <p>To understand that some groups have symbols to show that they belong.</p> <p>To recognise that rules can be helpful.</p> <p>To know that people need to be kind to make the world a better place to live.</p>	<p>To know that Christians believe in one God.</p> <p>To understand that Christians believe that God created the universe.</p> <p>To know that Christians believe Jesus is the son of God sent to live as a human being to save people.</p> <p>To know that Christians also worship Jesus and believe he was born in Bethlehem.</p> <p>To know that Islam started with the prophet Mohammad.</p> <p>To know that the Angel Jibrel visited Mohammad to give him the first words for the Qur'an.</p>	<p>To know what a journey is.</p> <p>To understand that people take journeys for different reasons.</p> <p>To recognise that some journeys can be difficult.</p> <p>To understand that Christians go on journeys to feel closer to God.</p> <p>To understand why Christians would travel to a church which is further away.</p>	<p>To know that people who follow the Islamic faith are referred to as Muslim.</p> <p>To know that Muslims believe in one God called Allah.</p> <p>To know that Muslims visit the mosque to pray.</p> <p>To know that Friday is an important day for Muslims to attend the mosque.</p> <p>To describe simple practices when Muslims visit the mosque.</p> <p>To know that Muslims pray 5 times a day.</p> <p>To know Muslims face Makkah when they pray.</p> <p>To know what wudu is.</p> <p>To know that Muslims pray using a prayer mat.</p> <p>To know that the Muslim holy book is called a Qur'an.</p> <p>To describe how the Qur'an is looked after both at home and in the mosque.</p> <p>To understand that the Qur'an is written in Arabic and is read from right to left.</p>	<p>To understand that some groups have symbols to show that they belong.</p> <p>To know that the cross is important to Christians.</p>

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	<p>To know that we need to treat other people with warmth and respect.</p> <p>To understand that some groups have symbols to show that they belong.</p>	<p>To understand why Mohammad is so important to Muslims.</p>		<p>To understand that books can provide a lesson and a message.</p> <p>To describe how special books make them feel.</p> <p>To describe that people can learn kindness from the story of Muhammad and the Tiny Ants.</p> <p>To describe that people can learn kindness from the story of the Good Samaritan.</p> <p>To know that the bible is a Christian's special book.</p> <p>To understand that the bible has stories in it and Christians use these to tell them what God wants them to do.</p> <p>To know that a church is where Christians go to worship God and Jesus.</p> <p>To know what prayer is.</p> <p>To know that Christians pray to talk directly to God.</p> <p>To name some of the important things Christians have in their churches. (cross, altar, bible)</p> <p>To know that worshipping is different to liking something a lot.</p> <p>To understand what worship means in religion.</p> <p>To understand that Muslims learn Arabic from a young age so that they can learn passages of the Qur'an off by heart.</p> <p>To know that Muslims are called to prayer by the Muezzin.</p> <p>To know that an Imam is the one who leads Muslim worshippers in prayer.</p> <p>To know that a vicar, minister or priest is the one who leads Christians in worship.</p> <p>To know that most Christians go to church to worship on a Sunday.</p> <p>To know that a Christian service is used for worship.</p> <p>To know that some Christian services have a sermon.</p>	
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Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Me</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p>	<p>My Stories</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p> <p>Christmas Nativity songs/Performance.</p>	<p>Everyone</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p>	<p>Our world</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p>	<p>Big Bear Funk</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p> <p>Learn the National Anthem for the Jubilee.</p>	<p>Reflect, rewind and replay</p> <p>Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision</p> <p>Nursery rhyme books and CDs.</p> <p>Dough disco</p> <p>Stage performance areas.</p> <p>Nursery rhyme of the week set up in F1 and F2.</p>
Year 1	<p>Hey You (Hip Hop)</p> <p>Children to compose their own hip hop rap.</p>	<p>Rhythm in the way we walk (Reggae, Hip Hop)</p> <p>Action songs that link to the foundations of music.</p>	<p>In the Groove (Blues, Latin, Folk and Funk)</p> <p>Styles of music that link to history, geography, countries and culture.</p>	<p>Round and Round (Latin Bosa Nova, Film Music, Big Band Jazz)</p> <p>Music from countries around the world.</p>	<p>Your imagination (Pop)</p> <p>A Whole New World from Aladdin.</p> <p>Daydream Believer – The Monkees.</p>	<p>Reflect, rewind and replay (Western Classical Music)</p> <p>The history of music and consolidating the foundations of the language of music.</p>

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Computing						
EYFS	<p>PANTS rule.</p> <p>Children are introduced to online safety through the pastoral team.</p> <p>Use a monitor, keyboard and mouse as part of the Home Corner. Children to role play.</p> <p>Throughout EYFS, everyday items are available for children to play with e.g. toaster, microwave, telephones, walkie talkies etc. Where possible these items are real objects.</p>	<p>IWBs available at children's height to explore mark making, adjusting pen colour and size.</p> <p>Mark making opportunities in all areas of provision with a wide variety of mark making tools.</p>	<p>Internet Safety Day</p> <p>Children to use technology to listen to stories and rhymes.</p> <p>F2 Summer 2 Maths 'Visualise, build and map' linking to children introduced to Bee Bots as an introduction for programming instructions.</p> <p>Bee Bots available in the maths provision area.</p>	<p>Repeated opportunities for sorting and categorising objects throughout the Maths curriculum including F1 Autumn 1 Maths 'Sorting'. Adults supporting children in explaining how they sorted.</p>	<p>IWBs available at children's height to explore mark making, adjusting pen colour and size.</p> <p>Mark making opportunities in all areas of provision with a wide variety of mark making tools.</p>	<p>Opportunities to physically retell stories using puppets and story trays, linking to T4W stories in both, F1 and F2.</p>
<p>Online Safety - Education for a Connected World – 2020 edition 'A framework to equip children and young people for digital life' - National Online Safety Lesson Plans for the Early Years Foundation Stage</p>						
Year 1	Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
	<p>To identify technology.</p> <p>To identify a computer and its main parts</p> <p>To use a mouse in different ways.</p> <p>To use a keyboard to type on a computer.</p> <p>To use a keyboard to edit text.</p> <p>To create rules for using technology responsibly.</p>	<p>To describe what different freehold tools do.</p> <p>To use the shape tool and the line tools.</p> <p>To make careful choices when painting a digital picture.</p> <p>To explain why I chose the tools I used.</p> <p>To use a computer on my own to paint a picture.</p> <p>To compare painting a picture on a computer and on paper.</p>	<p>To explain what a command will do.</p> <p>To act out a given word.</p> <p>To combine forwards and backwards commands to make sequences.</p> <p>To combine four direction commands to make sequences.</p> <p>To plan a simple program.</p> <p>To find more than one solution to a problem.</p>	<p>To label objects.</p> <p>To identify that objects can be counted.</p> <p>To describe objects in different ways.</p> <p>To compare groups of objects.</p> <p>To answer questions about groups of objects.</p>	<p>To use a computer to write.</p> <p>To add and remove text from a computer.</p> <p>To identify that the look of a text can be changed on a computer.</p> <p>To make careful choices when changing text.</p> <p>To explain why I chose the tools I used.</p> <p>To comparing typing on a computer to writing on paper.</p>	<p>To choose a command for a given purpose.</p> <p>To show that a series of commands can be joined together.</p> <p>To identify the effect of changing a value.</p> <p>To explain that each sprite has its own set of instructions.</p> <p>To design the parts of a project.</p> <p>To use my algorithm to create a program.</p>

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Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
EYFS	<p>Help others to feel welcome. Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p> <p>All about me, talk partners, simple family timelines, celebrating cultures and beliefs, home visits, stay and play sessions, parental involvement, British Values.</p>	<p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to help other people.</p> <p>Try to solve problems.</p> <p>Use kind words.</p> <p>Give and receive compliments</p> <p>Different cultures</p> <p>Visits to places of worship.</p>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals</p> <p>Key visitors across the years.</p> <p>Oracy talk strategies</p>	<p>Make healthy choices. Eat a balance diet.</p> <p>Be physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p> <p>Keep calm and deal with tricky situations.</p> <p>Embedded routines for handwashing and toilet routines.</p> <p>Daily fruit and milk.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p>	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them.</p> <p>Look forward to change.</p> <p>Linked to lifecycle of a frog when completing F2 T4W Driving Text, The Teeny Weeny Tadpole, past and present baby photos. Looking at similarities and differences in our peers.</p>
Year 1	<p>Feeling special and safe.</p> <p>Being part of a class Rights and responsibilities Rewards and feeling proud. Consequences Owing the Learning Charter</p>	<p>Similarities and differences.</p> <p>Understanding bullying and knowing how to deal with it.</p> <p>Making new friends.</p> <p>Celebrating the differences in everyone.</p>	<p>Setting goals</p> <p>Identifying successes and achievements.</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner.</p> <p>Tackling new challenges.</p> <p>Identifying and overcoming obstacles.</p> <p>Feelings of success</p>	<p>Keeping myself healthy.</p> <p>Healthier lifestyle choices.</p> <p>Keeping clean Being safe Medicine safety/safety with household items.</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Family members and different types of families.</p> <p>Keeping safe and understanding appropriate greetings.</p> <p>Understanding how to be a good friend and how to solve conflict.</p> <p>Trust and knowing who can help at school.</p> <p>Appreciating and celebrating special people.</p>	<p>Life cycles</p> <p>Growing from young to old and identifying changes</p> <p>Differences in female and male bodies (correct terminology).</p> <p>Coping with change</p> <p>Transition</p>

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PE	Autumn		Spring		Summer	
EYFS	Introduction to PE 1 (Nursery) Introduction to PE 2 (Reception)	Fundamentals 1 (Nursery) Fundamentals 2 (Reception)	Dance 1 (Nursery) Dance 2 (Reception)	Gymnastics 1 (Nursery) Gymnastics 2 (Reception)	Games 1 (Nursery) Games 2 (Reception)	Ball Skills 1 (Nursery) Ball Skills 2 (Reception)
<p>Access to continuous outdoor provision with small and large resources selected and planned to ensure continuous opportunities for children to:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; <ul style="list-style-type: none"> Zoned areas of provision for children to negotiate between; different levels and surfaces; adults support children to assess risk and make informed decisions about how to manage risk safely; cones available to create 'routes', e.g. to dribble a ball around, Demonstrate strength, balance and coordination when playing; <ul style="list-style-type: none"> Range of balls – sizes adapted throughout the year; different types of bats; hoola hoops; balance board; stilts; crates, wooden planks and poles for den building; basketball hoops – 2 different heights; bean bags and buckets; cones and markers; paintbrushes for 'painting' on floors and walls; parachute games Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Development of gross and fine motor movements through indoor provision and focus teaching across the curriculum, e.g. handwriting/letter formation activities, painting and mark making, moving in time to music, playdough or other malleable materials, acting out stories – The Gingerbread Man, We're Going on a Bear Hunt, The Enormous Turnip etc.</p> <p>Focus on healthy food choices and maintaining a healthy and active lifestyle throughout the year, including toast, daily fruit and milk, water bottles, healthy and varied lunch options, ongoing access to the outdoors, 'mindful' breathing breaks accessed through Jigsaw (F2), etc.</p> <p>Opportunity to participate, and compete, in Sports Day including 8 different 'events'</p>						
Year 1	Football	Gymnastics	Volleyball	Fun & Games	Ball Skills	Multi Skills
Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.						
	Participate in team games, developing simple tactics for attacking and defending.	Develop balance, agility and coordination, and begin to apply these in a range of activities.	Develop balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	Develop balance, agility and coordination, 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	Develop balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	Develop balance, agility and coordination, and begin to apply these in a range of activities.

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Y1 REC Curriculum LTP

	Autumn		Spring		Summer	
Year 1						
	<u>My Stinky New School</u> (Rebecca Elliott)	<u>A journey through transport</u> (Chris Oxlade)	<u>Gigantasaurus</u> (Jonny Duddle)	<u>Gruffalo and Gruffalo's Child</u> (Julia Donaldson)		<u>At The Beach: Postcards from Crabby Spit</u> (Roland Harvey)
Science		Everyday Materials	Animals, Including Humans (Dinosaurs)	Seasonal changes Plants	Seasonal Changes	Animals, Including Humans
History		Transport through the ages (British history)	Dinosaurs (global history)			
Geography	Our school (Locality)			Seasons and weather	Coast (Locality)	Australia (Non-European location)
Art & Design	Drawing Collage		Printing	Painting Drawing	Sculpture	Drawing
D&T		Mechanisms	Cooking and Nutrition			