



# St Felix RC Primary School

## EYFS to KS1

### Personal, Social and Emotional Development/PSHE

Organisation of Knowledge	Relationships	Health & Wellbeing	Living in the wider world
<p>Relevant ELG</p>	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of people around them and their roles in society</p> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
	<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<p>How this is achieved in EYFS</p>	<ul style="list-style-type: none"> <li>• Class and school rules</li> <li>• Self-registration</li> <li>• Being a helper</li> </ul>		

	<ul style="list-style-type: none"> <li>• Sharing friends, toys and books</li> <li>• Taking turns</li> <li>• Being independent and more resilience</li> <li>• Select own activities and resources independently</li> <li>• Settling disagreements</li> <li>• Helping one another and thinking about other's feelings</li> <li>• Treating each other with respect</li> <li>• Looking after each other</li> <li>• Taking care of their belongings</li> <li>• Personal hygiene</li> <li>• Dressing and undressing for P.E independently</li> <li>• Stories</li> <li>• Being responsible for actions</li> <li>• Skillsbuilder</li> </ul> <p><b>Key vocabulary:</b> friend, kind, helpful, listen, share, rules, instructions, choice, family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin, doctor, nurse, police, fire service, emergency, community, paramedic, ambulance</p>		
KS1 readiness objectives	<p>Knows right from wrong and can explain why it is important to have boundaries and routines</p> <p>Working and play co-operatively and taking turns with others.</p> <p>Recognise and show sensitivity to their own and other needs.</p> <p>Recognise similarities and differences between themselves and others.</p>	<p>Manage their own basic hygiene and personal needs.</p> <p>Shows an understanding of their own feelings, and those of others.</p> <p>Being able to regulate their behaviour.</p> <p>Show an understanding of how to stay safe in a range of common situations.</p>	<p>Show care and concern for living things.</p> <p>Name and describe people who might help us in the local community e.g police, fire service, doctors and teachers.</p>

## Physical Development

Organisation of Knowledge	Fundamentals	Ball Skills	Games	Gymnastics	Dance
Relevant ELG	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>			<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>Moving around safely during PE lessons, inside and outside</li> <li>Experiencing running, jumping, hopping, skipping and climbing both inside in the hall and outside using the small and large apparatus</li> <li>Balancing, climbing, swinging, hanging, stretching and landing both inside in the hall and outside using the small and large apparatus</li> <li>Children have access to outdoor space throughout the day</li> <li>Open-ended resources such as mud kitchen and large wooden equipment</li> <li>Open-ended resources to extend and repeat physical skills like pulling, pushing, lifting, carrying, stacking and climbing</li> <li>Mark-making or writing opportunities inside and outdoors – water and paint brushes, chalk, colouring pencils, mud and sticks, paint etc</li> <li>Other fine motor skills to build up hand eye coordination and strength. i.e., puzzles, play dough, water play, construction toys, drawing, cutting, gluing, colouring, sewing and stacking etc</li> </ul>				

	<b>Some Key Vocabulary:</b> running, jumping, hopping, skipping, climbing, balancing, climbing, swinging, hanging, stretching, landing, pulling, pushing, lifting, carrying, stacking, heavy, light, small, large, pour, pat, scrap, and mix.				
KS1 readiness objectives	To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	To combine different movements with ease and fluency. To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. To combine different movements with ease and fluency.	To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.

## Early Reading/ Literacy & Communication and Language

Organisation of Knowledge	Learning to read	Reading to learn	Reading for enjoyment
Relevant ELG	<p><b>ELG: Comprehension.</b></p> <ul style="list-style-type: none"> <li>• Anticipate, where appropriate, key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read common tricky words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Fiction and non-fiction book read at story times and in CP.</li> <li>• Continuous provision indoor and outside – letter and word games, cubes, stones etc</li> </ul>		

	<b>Some Key Vocabulary:</b> blending, digraph, grapheme, group reading practice, phoneme, phonics, segment, tricky words, vocabulary, trigraph, compound word		
KS1 readiness objectives	<p>Developing phonemic knowledge through Little Wandle Letters and Sounds and other phonic opportunities.</p> <p>Developing a knowledge of stories including rhyme and identify the rhyming words within them.</p> <p>Developing their skills and abilities to comprehend with familiar stories, and from pictures in illustrated stories.</p>	<p>Developing their skills and abilities in retelling familiar stories.</p> <p>Recognising that books have information that helps them to learn.</p>	<p>Routinely accessing picture books and stories.</p> <p>Listening to others expressively tell stories.</p> <p>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p>

## Early Writing/ Literacy

Organisation of Knowledge	Learning to write	Writing to learn	Writing for enjoyment
Relevant ELG	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>		<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

		<p><b>ELG: Past and Present</b> • Talk about the lives of the people around them and their roles in society.</p> <p>ELG: Being Imaginative and Expressive</p> <p>• Invent, adapt and recount narratives and stories with peers and their teacher.</p>	
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Mark-making or writing opportunities inside and outdoors – water and paint brushes, chalk, colouring pencils, mud and sticks, paint etc</li> <li>• Other fine motor skills to build up hand eye coordination and strength. i.e., puzzles, play dough, construction toys, drawing, colouring, and creative activities etc</li> <li>• Role play and structure of stories – acting out the story – sequencing – beginning, middle and end</li> <li>• Writing demonstrated and use of Little Wandle letter formation rhymes</li> <li>• Writing and reading opportunities throughout continuous provision</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Handwriting Heroes</li> </ul> <p><b>Some Key Vocabulary:</b> tripod grip, letter formation, beginning, middle and end, capital letters, full stop, exclamation mark, question mark, sentence, read, books – fiction and non-fiction, stories, Nursery rhymes., handwriting rules</p>		
KS1 readiness objectives	To hold pencils, pens and other mark making tools appropriately so that they can make marks increasingly in a controlled way. To explore language and vocabulary in stories and the environment and begin to use them accurately when talking.	To write independently to communicate their thoughts and ideas about their lived experienced. Write words and sentences to help them remember what they have done.	To have opportunities to make marks, and then write about things in the world around them that they are inspired to write about.

## Mathematics

Organisation of Knowledge	Number	Measurement	Shape
Relevant ELG	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	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.	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.
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Use of NCETM Maths scheme (White Rose)</li> <li>• Daily maths lessons, teaching and reinforcing maths concepts</li> <li>• Talk about date and sequence of day</li> <li>• Focused task either with an adult, one-to-one or in small groups</li> <li>• Use of practical apparatus to assist with a deeper understanding of number value</li> <li>• Use of five and ten number frames</li> <li>• Use questioning to assess children’s understanding of maths concepts</li> <li>• Counting everyday</li> <li>• Numbers, number lines and hundred squares displayed</li> <li>• Number activities planned and set up for continuous provision</li> <li>• Maths games</li> <li>• Maths through songs and stories</li> </ul> <p><b>Some Key Vocabulary:</b> counting, numbers 0 to 20 (plus more), shapes – triangle, square, circle, rectangle; adding, subtracting, more than, less than, number frame, compare, days of week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday; Seasons – Autumn, Winter, Spring and Summer, morning, afternoon, evening; today, tomorrow and yesterday, patterns, repeated patterns, opposites,</p>		



<p>KS1 readiness objectives</p>	<p>To count confidently To show a deep understanding of numbers up to 10 To match numerals with a group of objects to show how many there are, up to 10. To be able to identify relationships and patterns between numbers up to 10. To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways. To add and subtract one in practical activities.</p>	<p>To measure themselves and everyday objects using a mixture of non-standard and standard measurements. To develop spatial reasoning using measures. To begin to order and sequence events using everyday language related to time. To begin to measure time with timers, e.g., digital stopwatches and sand timers, and calendars. To explore the use of different measuring tools in everyday experiences and play.</p>	<p>To use informal language, e.g., heart-shape, handshape, and some mathematical language to describe shapes around them. To use spatial language, including the following and giving directions, using relative terms. To develop spatial reasoning with shape and space To compose and decompose shapes, and understanding which shapes can combine to make another shape.</p>
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## Science

Organisation of Knowledge	Working Scientifically	Plants	Animals including Humans	Everyday materials	Seasonal change
Relevant ELG	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> </ul>	<p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>		<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>	
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Discuss at snack time, choosing lunch and story time the importance of healthy food choices</li> <li>• Circle time, through stories and songs</li> <li>• Encouraging dressing and undressing independently for P.E.</li> <li>• Naming parts of the body through games and songs</li> <li>• PSED – Talking about naming correct body parts</li> <li>• Talking about family and pets on our homes</li> <li>• Going for walks to observe our local environment and comparing and learning about the different seasons</li> <li>• Talk about the weather and look at weather chart</li> <li>• Paint pictures to compare the seasons and talk about them</li> <li>• Exploring and recording observations</li> <li>• Look at some animals and their babies. Draw some animals</li> <li>• Growing plants from seeds or bulbs</li> <li>• Learning about parts of plants – flowers, stem, leaves, roots</li> <li>• Looking after the garden</li> <li>• Compare changing states of matter – exploring ice, water, steam and things that float and sink</li> </ul>				

	<ul style="list-style-type: none"> <li>Topics – All About Me, Space, Growing and Changing</li> </ul> <p><b>Some Key Vocabulary:</b> Days of week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday; Seasons – Autumn, Winter, Spring and Summer, morning, afternoon, evening; today, tomorrow and yesterday; Healthy food and unhealthy food, vegetable and fruit; parts of the body; weather – sunny, rainy, windy, snowy, foggy, cloudy; family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin; plants - flowers, stem, leaves, roots, seeds; shadows sun, light, darkness, weather, shadows, torch, mirror. insects; lay, eggs, hatch, chrysalis or cocoon, chrysalis</p>				
KS1 readiness objectives	<p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them.</p> <p>To compare objects in their environment and talk about the similarities and differences.</p> <p>To ask questions about the world around them, and to seek to find their own answers.</p>	<p>To know what a plant is.</p> <p>To know what a flower is.</p> <p>To know where you see plants.</p> <p>To describe different plants and flowers.</p>	<p>To know what an animal is.</p> <p>To recognise and name a variety of different animals.</p> <p>To know the names of different parts of humans and animals they have experience of.</p>	<p>To recognise that different everyday objects are made from different materials.</p> <p>To describe how different objects look and feel.</p>	<p>To know about different types of weather.</p> <p>To observe changes in trees and plants as the seasons progress.</p>

## Geography

Organisation of Knowledge	Locational Knowledge	Knowledge of Places	Human and Physical geographic knowledge	Using maps
Relevant ELG	<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Topics – PKC- All About Me, Transport</li> <li>• Learn and talk about where I live and different features I see coming to school, and my local community and other countries.</li> <li>• Exploring and going for walks to observe our school grounds and local environment and comparing and learning about the different seasons</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Looking at maps and vocabulary: where extended family live and where have I been on holiday?</li> <li>• Talk about the weather and look at weather chart</li> <li>• Paint pictures to compare the seasons and talk about them</li> <li>• Circle time, through stories and songs</li> <li>• Exploring celebrations around the world – celebrations countries</li> <li>• Look at some animals and where they live. Draw some animals</li> <li>• Looking after the garden</li> <li>• Stories from around the world</li> </ul> <p><b>Some Key Vocabulary:</b> Natural world, environment, living things, patterns and changes, similar and different, environment, local area, observe, built up and natural environment, maps, world, animals and plants, town, village, road, path, house, flat, temple, synagogue, people and places, busy, quiet, pollution, photographs, community, seasons, maps, Seasons – Autumn, Winter, Spring and Summer, morning, afternoon, evening; today, tomorrow and yesterday; Healthy food and unhealthy food, vegetable and fruit; weather – sunny, rainy, windy, snowy, foggy, cloudy; plants - flowers, stem, leaves,</p>			

	roots, seeds; shadows sun, light, darkness, weather, shadows, rainbows, clouds, flooding and waves, land and sea, town, old and new, different countries, diversity, all different - unique			
KS1 readiness objectives	Know where they live Know how they travel to school	Talk about some of the differences they notice when they are in a difference place. Talk about places when looking at books and watching TV/programmes. Talk about places they have been to. Talk about places in stories. Use language that relates to a place.	Recognise elements of their environment that are manmade or natural.	Make maps from stories. Follow simple maps in play.

## History

<p>Organisation of Knowledge</p>	<p>Using language associated with the past</p>	<p>Remembering and discussing their own lives</p>	<p>Talk about things they have done with people that are special to them</p>	<p>Recognising chronology within stories</p>
<p>Relevant ELG</p>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p>How this is achieved in EYFS</p>	<ul style="list-style-type: none"> <li>• Yesterday, today and tomorrow. Days of the week, last week and this week etc (daily routine)</li> <li>• Personal history – family, family celebrations, new year, birthdays, where family went to school</li> <li>• How to order simple events- ordering vocabulary (now, next, then, today, tomorrow)</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Different artists from the past</li> <li>• Visiting/looking at old buildings in the local area – library, church, Arts Centre</li> <li>• Looking at Planets- discoveries</li> </ul>			

	<ul style="list-style-type: none"> <li>• People from the past – astronauts, Kings and queens, Shackleton, King John</li> <li>• Looking at how transport has changed over time</li> </ul> <p><b>Some Key Vocabulary:</b> family tree, Yesterday, today and tomorrow. Days of the week, last week and this, family, family celebrations, new year, birthdays, memory, remember, baby, toddler, adult, grow, history; old and new, yesterday, today and tomorrow, long ago, past and present; grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, heritage; history, past, historian, library, church, Art Centre Names of planets, different countries, fiction and non-fiction books, look at old buildings</p>			
KS1 readiness objectives	Use words associated with the past including yesterday, last week and last year. Use past tense when speaking about things that happened in the past.	Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order.	Share memories of things that they have done with the people that are special to them including friends, family, classmates and teachers. Begin to put events in order.	Talk about order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.

# Music

Organisation of Knowledge	Listening	Performing	Composing
Relevant ELG	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Regular opportunities for singing and dancing</li> <li>• Singing songs, Nursery rhymes and poems from a variety of genres</li> <li>• Use of percussion instruments and made instruments from things around them</li> <li>• Musical vocabulary</li> <li>• Learn about rhythm and beat</li> <li>• Moving to rhythm and beat – i.e how animals move or syllables of words</li> <li>• Listen and respond to music</li> <li>• Designing and making instruments</li> <li>• Call and response</li> <li>• Sing and perform in front of peers</li> <li>• Christmas play – Singing, dancing and performing</li> <li>• Making their own songs and dances and performing in front of peers</li> <li>• Learning about the music from a range of cultural and religious celebrations</li> <li>• Exploring how we can use our voice and bodies to make sounds, playing instruments and identifying sounds in the environment.</li> <li>• Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</li> <li>• Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</li> </ul>		



	<p><b>Some Key Vocabulary:</b> nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>
<p>KS1 readiness objectives</p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>

## Computing

Organisation of Knowledge	
Relevant ELG	<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 can be related to:</p> <p><b>Personal, Social and Emotional Development: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b>Expressive Arts and Design: Creating with Materials</b> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
How this is achieved in EYFS	<ul style="list-style-type: none"> <li>• Use of tablets and taking photographs</li> <li>• Use of Beebots</li> <li>• Use of IWB using programmes</li> <li>• Use of torches, calculators, and play tills</li> <li>• Learn about internet safety</li> </ul> <p><b>Some Key Vocabulary:</b> screen, keyboard, mouse, keys, internet safety, computer, tablet, phone, keeping safe, monitor, speaker, internet, choices, torches, calculators.</p>
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• 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</li> </ul>

## Art and Design

<p>Organisation of Knowledge</p>	
<p>Relevant ELG</p>	<p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost most cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
<p>How this is achieved in EYFS</p>	<ul style="list-style-type: none"> <li>• Drawing and painting self-portraits</li> <li>• Drawing and painting family pictures</li> <li>• Art inspired by books</li> <li>• Creating art inspired by famous artists i.e. Turner, Hundertwasser, Lowri, Pollock etc</li> <li>• Creative area provides the children an opportunity to self-select resources that they require or experiment with i.e., glue, sticky tape, masking tape, stickers, ribbon, string to join things together</li> <li>• Designing models made from different material</li> <li>• Designing different artwork by learning different artists and techniques i.e., spirals and swirls, etc</li> <li>• Exploring a range of media throughout the year – felt tips, colouring pencils, crayons, pastels, water, watercolours, chalk, mud, leaves, wool, ribbons, sequins, material, stickers, clay, play dough etc</li> <li>• Using Natural resources i.e., leaves, stones, sticks, mud, pinecones etc</li> </ul> <p><b>Some Key Vocabulary:</b> pencil, crayon, felt tip, paint, pastels, paint brush, chalk, scissors, clay, playdough, collage, spirals, artists name – Van Gough, Hundertwasser/ Lowry; painting, drawing, colouring, stencils, printing, photographs, designing, fabric, cardboard, paper, glue, colours, patterns, repeated patterns, texture, shape.</p>
<p>KS1 readiness objectives</p>	<p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• 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.</li> </ul>

## Design and Technology

Organisation of Knowledge	
Relevant ELG	<p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
How this is achieved in EYFS	<p>Through continuous provision children self-select their own activities using a range of tools and media. This enables them to explore and experiment with different tools and strengthen their fine motor skills.</p> <ul style="list-style-type: none"> <li>• Designing cards and pictures for family – i.e., Valentine cards, Christmas, birthday etc</li> <li>• Use junk model boxes to make rockets, houses, instruments etc</li> <li>• Observing the effects of heat eg when making pancakes for Shrove Tuesday</li> <li>• Selecting and using different materials to make dens i.e., blankets or wooden bricks etc</li> <li>• Designing different artwork by learning different artists and techniques i.e., spirals and swirls, pop art etc</li> </ul> <p><b>Some Key Vocabulary:</b> pencil, crayon, felt tip, paint, pastels, paint brush, chalk, scissors, clay, playdough, collage, spirals, artists name – Van Gough, Lowry, Hundertwasser; painting, drawing, colouring, stencils, printing, photographs, designing, fabric, card, cardboard, paper, glue, colours, patterns, repeated patterns, texture, shape – 2D and 3D, spirals and swirls, mix, stir, bowl, whisk, wooden spoon, texture, hot, cold</p>
KS1 readiness objectives	<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><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b> • Build structures, exploring how they can be made stronger, stiffer and more stable.</p>

- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

**Cooking and Nutrition**

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from.

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