

**The Oak Tree Foundation**  
**Firle Church of England Primary School**  
**Laughton Community Primary School**



How the Early Years Foundation Stage Framework links to the National Curriculum.

- The Early Years Foundation Stage Framework is divided up into 7 areas of learning.
- 3 of these areas are called **prime areas**.
- 4 of these areas are called **specific areas**.

| Prime areas                            |  |                      |
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| Communication and language development | Personal, social and emotional development | Physical development |

| Specific areas |             |                      |                            |
|----------------|-------------|----------------------|----------------------------|
| Literacy       | Mathematics | Understand the world | Expressive arts and design |

- In order to achieve a good level of development (GLD) at the end of reception, the children need to achieve the early learning goals (ELG) in all three prime areas as well as the ELGS for literacy and maths.

Below are tables for each subject detailing how it might look in EYFS, the ELGs that link to each subject area of the National Curriculum and an overview of subject coverage in Year 1:

## English

| How it is taught in EYFS:   | Early learning goals (ELGs) that link:                                      |  | How it looks in Year 1:   |
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| <ul style="list-style-type: none"> <li>▪ Daily phonics sessions.</li> <li>▪ Writing as part of phonics sessions.</li> </ul> | <b>Communication and language</b><br>Listening, attention and understanding | <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> | <b><u>Spoken language:</u></b><br>Listening and responding appropriately to others.<br>Asking relevant questions.<br>Developing strategies to build their vocabulary. |

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| <ul style="list-style-type: none"> <li>▪ Making marks in paint, sand, glitter etc. using their fingers.</li> <li>▪ Mark making and writing as part of play both inside and outside.</li> <li>▪ Threading, cutting, drawing to develop their fine motor skills.</li> <li>▪ Using small tool such as pencils, pens, paintbrushes, scissors to develop fine motor skills.</li> <li>▪ Writing notes, cards, labels and letters to friends and family (writing with a purpose).</li> </ul> |   | <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>  | <p>Speaking with increasing fluency and command of Standard English.</p> <p>Participating in discussions, role-play, performances etc.</p>   |
|   | <b>Communication and Language</b><br>Speaking | <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> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <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><u>Reading – word reading:</u></b></p> <p>Applying phonics knowledge and skills to decode.</p> <p>Respond speedily with correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Blending accurately to read unfamiliar words.</p> <p>Reading common exception words.</p> <p>Reading words with contractions.</p> <p>Reading books aloud accurately that are correctly matched to their phonic ability.</p> <p>Re-reading books to build fluency.</p> |
|   | <b>Literacy</b><br>Comprehension              | <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> </ul>   | <p><b><u>Reading – comprehension:</u></b></p> <p>Developing pleasure in reading.</p> <p>Listening to and discussing a wide range of stories, poems and non-fiction.</p> <p>Linking what they read / hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p>                                       |

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|  |  | <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>Learning to appreciate rhymes and poems and beginning to recite some by heart.</p> <p>Discussing word meanings.</p> <p>Drawing on what they already know and information provided by the teacher.</p> <p>Checking a text makes sense and correctly inaccuracies.</p>   |
|  | <b>Literacy</b><br>Word reading                                      | <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>Discussing the significance of the title and events.</p> <p>Making inferences on the basis on what is being said and done.</p> <p>Predicting what might happen next.</p> <p><b><u>Writing – transcription:</u></b></p> <p>Spelling words containing each of the 40+ phonemes, common exception words and days of the week.</p> |
|  | <b>Literacy</b><br>Writing   | <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>Naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.</p> <p>Adding prefixes and suffixes (s, es, un, ing, ed, er, est).</p> <p>Beginning to form lower-case letters in the correct directions.</p>  |
|  | <b>Expressive art and design</b><br>Being imaginative and expressive | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>  | <p>Forming capital letters, digits 0-9 and understanding letter handwriting ‘families’.</p> <p><b><u>Writing – composition:</u></b></p>   |

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|  | <b>Physical development</b><br>Fine motor skills | <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> | <p>Saying sentences aloud before writing (composing orally).</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading to check their writing makes sense.</p> <p>Discussing what they have written and reading their writing aloud to others.</p> <p><b><u>Writing – vocabulary, grammar and punctuation:</u></b></p> <p>Leaving spaces between words.</p> <p>Joining words and clauses with ‘and’.</p> <p>Beginning to punctuate sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>Using capital letters for proper nouns and the personal pronoun ‘I’.</p> |
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## Maths

| How it is taught in EYFS:  | Early learning goals (ELGs) that link: |   | How it looks in Year 1:  |
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| <ul style="list-style-type: none"> <li>Singing number songs and rhymes.</li> </ul> | <b>Mathematics</b><br><br>Number       | <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> </ul> | <p><b><u>Number – Number and place value:</u></b></p> <p>Counting to and across 100, forwards, backwards beginning from 0 or 1 and any given number.</p> |

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| <ul style="list-style-type: none"> <li>▪ Subitising whilst playing with different resources.</li> <li>▪ Using maths resources interactively e.g. tens frames.</li> <li>▪ Daily timetables and weekly routines.</li> <li>▪ Talking about patterns in the environment.</li> <li>▪ Using mathematical language in their play.</li> <li>▪ Positional and directional language used in play.</li> <li>▪ Writing numbers for a purpose.</li> <li>▪ Mathematical learning through stories.</li> </ul> |   | <ul style="list-style-type: none"> <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>Counting, reading and writing numbers to 100 in numerals.</p> <p>Counting in multiples of 2, 5 and 10.</p> <p>Identifying one more and one less than a given number.</p> <p>Identifying and representing numbers using objects and pictorial representations.</p> <p>Using language 'more than', 'less than', 'equal to', 'most' and 'least'.</p> <p>Reading and writing numbers 1-20 in numerals and words.</p> <p><b><u>Number – addition and subtraction:</u></b></p> <p>Reading, writing and interpreting mathematical statements involving + - and = signs.</p> <p>Representing and using number bonds and related subtraction facts within 20.</p> <p>Adding and subtracting 1 digit and 2 digit numbers to 20, including 0.</p> <p>Solving addition and subtraction one-step problems using concrete objects and pictorial representations and missing number problems.</p> <p><b><u>Number – multiplication and division:</u></b></p> <p>Solving multiplication and division one-step problems by using concrete objects and pictorial representations and arrays with support.</p> <p><b><u>Number – fractions:</u></b></p> <p>Recognising, finding and naming a half and a quarter of an object, shape or quantity.</p> |
|  | <p><b>Mathematics</b></p> <p>Numerical Patterns</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> |  |

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|  |  |  | <p><b><u>Measurement:</u></b></p> <p>Comparing and describing and solve practical problems for lengths and height, mass/weight, capacity and volume and time.</p> <p>Measuring and beginning to record lengths and height, mass/weight, capacity and volume and time.</p> <p>Recognising and knowing the value of different coins and notes.</p> <p>Sequencing events in chronological order (before, after, next, first, today, yesterday, tomorrow etc.)</p> <p>Using language relating to dates (days of the week, months, years).</p> <p>Telling the time to the hour and half past the hour and drawing hands on a clock face.</p> <p><b><u>Geometry – properties of shape:</u></b></p> <p>Recognising and naming common 2D and 3D shapes.</p> <p><b><u>Geometry – position and direction:</u></b></p> <p>Describing position, direction and movement including whole, half, quarter and three-quarter turns.</p> |
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## Science

| How it is taught in EYFS:   | Early learning goals (ELGs) that link:                  |  | How it looks in Key Stage 1:  |
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| <ul style="list-style-type: none"> <li>▪ Exploring the natural world around them.</li> <li>▪ Noticing and learning about the different seasons.</li> <li>▪ Drawing plants and animals.</li> <li>▪ Exploring how things work.</li> <li>▪ Predicting what might happen next.</li> <li>▪ Learning about life cycles.</li> <li>▪ Setting up science activities in continuous and enhanced provision e.g. floating and sinking activity, magnets etc.</li> </ul> | <b>Understanding the world</b><br><br>The natural world | <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> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <b><u>Working scientifically:</u></b><br>Asking simple questions.<br>Observing closely, using simple equipment.<br>Performing simple tests.<br>Identifying and classifying.<br>Using observations and ideas to suggest answers.<br>Gathering and recording data to help answer questions.<br><b><u>Plants:</u></b><br>Identifying and naming a range of plants.<br>Identifying and describing basic structure of common flowering plants.<br><b><u>Animals including humans:</u></b><br>Identifying and naming common animals.<br>Identifying and naming animals that are carnivores, herbivores and omnivores.<br>Describing and comparing the structure of a variety of animals.<br>Identifying, naming, drawing and labelling the basic parts of the human body and linking body parts to senses.<br><b><u>Everyday materials:</u></b> |
|   | <b>Communication and language</b><br><br>Speaking       | <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. </li> </ul>   |   |



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| <ul style="list-style-type: none"> <li>▪ Sharing stories and non-fiction books about the weather / people and bodies.</li> <li>▪ Recording data e.g. pictures, numbers, tally lines.</li> </ul> |  |  | <p>Distinguishing between an object and the material it is made from.</p> <p>Identifying and naming a variety of everyday materials.</p> <p>Describing the simple physical properties of everyday materials.</p> <p>Comparing and grouping everyday materials based on physical properties.</p> <p><b><u>Seasonal changes:</u></b></p> <p>Observing changes across the four seasons.</p> <p>Observing and describing weather associated with the seasons and how the day length varies.</p> |
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## History

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| <b>How it is taught in EYFS:</b> | <b>Early learning goals (ELGs) that link:</b> | <b>How it looks in Key Stage 1:</b> |
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| <ul style="list-style-type: none"> <li>▪ Daily timetables and weekly routines.</li> <li>▪ Talking about personal memories.</li> <li>▪ Talking about special events.</li> <li>▪ Role-playing memories / events.</li> <li>▪ Using past tense language.</li> <li>▪ Using time related vocabulary e.g. “yesterday” and “last year” etc.</li> <li>▪ Stories set in the past.</li> <li>▪ Talking about changes that have occurred since they were a baby.</li> </ul> | <p><b>Understanding the World</b></p> <p>Past and present</p> | <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> | <p>Developing an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Knowing where the people and events they study fit within a chronological framework.</p> <p>Identifying similarities and differences between ways of life in different periods.</p> <p>Using a wide vocabulary of everyday historical terms.</p> <p>Asking and answering questions, choosing and using parts of stories and other sources to show they understand key events.</p> <p>Understanding some of the ways in which we find out about the past.</p> <p><b><u>Pupils should be taught about:</u></b></p> <p>Changes within living memory.</p> <p>Significant events nationally or globally that are beyond living memory.</p> <p>The lives of significant individuals in the past who contributed to national or international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> |
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# Geography

| How it is taught in EYFS:  | Early learning goals (ELGs) that link:                            |  | How it looks in Key Stage 1:  |
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| <ul style="list-style-type: none"> <li>▪ Talking about similarities and differences between themselves and others.</li> <li>▪ Talking about places they have visited in their local area.</li> <li>▪ Role-playing places they have visited / in their local area.</li> <li>▪ Exploring and creating simple maps.</li> <li>▪ Exploring the local area.</li> <li>▪ Following instructions with positional language.</li> </ul> | <b>Understanding the world</b><br>People, culture and communities | <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>         | Developing knowledge about the world, the UK and their locality.<br>Understanding basic subject-specific vocabulary relating to human and physical geography.<br>Beginning to use geographical skills e.g. first-hand observation to enhance their local awareness.<br><b><u>Locational knowledge:</u></b><br>Naming and locating the world's seven continents and five oceans.<br>Naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding seas.<br><b><u>Place knowledge:</u></b><br>Understanding similarities and differences of a small area of the UK and a contrasting non-European country.<br><b><u>Human and physical geography:</u></b><br>Identifying seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South poles.<br>Using basic vocabulary to refer to key physical and human features. |
|  | <b>Understanding the world</b><br>The natural world               | <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. [1 SEP]</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |   |

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|  |  |  | <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Using world maps, atlases and globes.</p> <p>Using simple compass directions to describe the location of features and routes on a map.</p> <p>Using aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devising simple maps and using basic symbols in a key.</p> <p>Using simple fieldwork and observational skills to study to geography of their school and its grounds.</p> |
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## PE

| How it is taught in EYFS:   | Early learning goals (ELGs) that link:                             |  | How it looks in Key Stage 1:   |
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| <ul style="list-style-type: none"> <li>Outdoor play such as running, skipping, jumping, hopping and climbing.</li> <li>Managing space and obstacles safely.</li> <li>Riding bikes, scooters, trikes etc.</li> <li>Understanding how to be healthy and the importance of exercise and eating healthily.</li> </ul> | <b>Physical development</b><br>Gross motor skills                  | <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> <li>Move energetically, such as running, jumping, hopping, skipping and climbing.</li> </ul> | Developing fundamental movement skills. Becoming increasingly competent and confident. Accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Engaging in competitive and co-operative physical activities.<br><br><b><u>Pupils should be taught to:</u></b><br>Mastering basic movements e.g. running, jumping, catching, throwing as well as balancing, agility and coordination and applying these to a range of activities. Participating in team games, developing simple tactics for attacking and defending. |
|   | <b>Personal, social and emotional development</b><br>Managing self | <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <sup>[1]</sup><sub>[SEP]</sub></li> </ul>   |  |

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| <ul style="list-style-type: none"> <li>▪ Moving and dancing to music.</li> </ul> |   |  | Performing dances using simple movement patterns. |
|  | <b>Personal, social and emotional development</b><br>Building relationships | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others. <small>[SEP]</small></li> </ul>                                 |   |
|  | <b>Expressive arts and design</b><br>Being imaginative and expressive       | <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> |   |

## Art

| How it is taught in EYFS:  | Early learning goals (ELGs) that link:                          |   | How it looks in Key Stage 1:  |
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| <ul style="list-style-type: none"> <li>▪ Fine motor skills development such as using scissors, pens, pencils, paintbrushes etc.</li> <li>▪ Colour exploration including mixing colours.</li> <li>▪ Drawing and mark making.</li> <li>▪ Portraying emotions in their pictures.</li> </ul> | <b>Expressive art and design</b><br><br>Creating with materials | <ul style="list-style-type: none"> <li>• Safely 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> <li>• Make use of props and materials when role-playing characters in narratives and stories.</li> </ul> | Using a range of materials creatively to design and make products.<br>Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.<br>Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br>Learning about the work of a range of artists, craft makers and designers.<br>Describing the differences and similarities between different practices and disciplines and making links to their own work. |
|  | <b>Physical development</b><br><br>Fine motor skills            | <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>   |   |

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| <ul style="list-style-type: none"> <li>▪ Exploring and creating with different textures and materials.</li> <li>▪ Loose parts to create transient art.</li> <li>▪ Learning about different artists.</li> <li>▪ Exploring different paints such as watercolour, powder, poster paints etc.</li> <li>▪ Sharing their artwork with friends and talking about how they made it and what they used.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluency writing – using a tripod grip in almost all cases.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> |  |
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## Music

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| <b>How it is taught in EYFS:</b> | <b>Early learning goals (ELGs) that link:</b> | <b>How it looks in Key Stage 1:</b> |
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| <ul style="list-style-type: none"> <li>▪ Singing familiar song and building up a bank of nursery rhymes.</li> <li>▪ Moving to music.</li> <li>▪ Listening to music.</li> <li>▪ Talking about different types of music.</li> <li>▪ Exploring different instruments and the sounds they make.</li> <li>▪ Using musical instruments in role play and provision.</li> <li>▪ Enjoying and joining in with stories with repetitive refrains.</li> <li>▪ Performing songs to others.</li> </ul> | <p><b>Expressive art and design</b></p> <p>Being imaginative and expressive</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> | <p>Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Playing tuned and untuned instruments musically.</p> <p>Listening with concentration and understanding to a range of high quality live and recorded music.</p> <p>Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</p> |
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## DT

| How it is taught in EYFS:  | Early learning goals (ELGs) that link:                          |  | How it looks in Key Stage 1:  |
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| <ul style="list-style-type: none"> <li>▪ Cooking.</li> <li>▪ Mud kitchen play.</li> <li>▪ Construction areas – crates, planks, large blocks etc.</li> <li>▪ Loose parts play.</li> <li>▪ Junk modelling.</li> <li>▪ Building with different resources.</li> <li>▪ Talking about what they have made, what they did and what they used.</li> <li>▪ Using subject related vocabulary such as ‘join’, ‘stick’, ‘build’ etc.</li> <li>▪ Exploring and playing with different materials.</li> </ul> | <b>Expressive art and design</b><br><br>Creating with materials | <ul style="list-style-type: none"> <li>• Safely 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> | Engaging in an iterative process of designing and making through a variety of creative and practical activities.<br>Working in a range of relevant contexts.<br><b>Design:</b><br>Designing purposeful, functional and appealing products for themselves and others based on design criteria.<br>Generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and ICT (where appropriate).<br><b>Make:</b><br>Selecting from and using a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).<br>Selecting from and using a wide range of materials and components e.g. construction materials, textiles and ingredients.<br><b>Evaluate:</b><br>Exploring and evaluating a range of existing products. |
|  | <b>Physical development</b><br><br>Fine motor skills            | <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>   |   |
|  | <b>Communication and language</b><br><br>Speaking               | <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. [SEP]</li> </ul>   |   |
|  | <b>Personal, social and emotional development</b>               | <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control</li> </ul>   |   |

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|  | Self regulation | <p>their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> <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. <sup>[SEP]</sup></li> </ul> | <p>Evaluating their ideas and products against design criteria.</p> <p><b><u>Technical knowledge:</u></b></p> <p>Building structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Exploring and using mechanisms (e.g. levers, sliders, wheel, axles) in their products.</p> <p><b><u>Cooking and nutrition:</u></b></p> <p>Using the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> |
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## RE

| How it is taught in EYFS:  | Early learning goals (ELGs) that link:                       |   | How it looks in Key Stage 1:  |
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| <ul style="list-style-type: none"> <li>▪ Reading traditional religious stories e.g. Rama and Sita.</li> <li>▪ Exploring religious festivals e.g. Diwali through play.</li> <li>▪ Role-playing ceremonies / festivals / celebrations.</li> <li>▪ Talking about similarities and differences between themselves and others.</li> </ul> | <b>Understanding the world</b><br><br>People and communities | <ul style="list-style-type: none"> <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> <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><i>RE is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Each local authority will have an agreed syllabus to refer to in order to ensure correct coverage.</i></p> <p><b><u>Pupils should be taught to:</u></b></p> <p>Beginning to name and identify different beliefs.</p> <p>Exploring key festivals associated with different religions.</p> <p>Naming, describing and exploring religious places, artefacts and practices.</p> <p>Explaining different religious ceremonies and rituals.</p> <p>Beginning to identify religious symbols, exploring religious stories and retelling these stories.</p> <p>Beginning to ask questions and find answers.</p> <p>Understanding the similarities and differences between people and their beliefs.</p> |

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|  |  |  | <p>Appreciating and being respectful to others.</p> <p>Beginning to make connections with their own lives.</p> <p>Looking at how values affect a community / person.</p> |
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## PSHE

| How it is taught in EYFS:   | Early learning goals (ELGs) that link:                                      |  | How it looks in Key Stage 1:   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>▪ Taking turns and waiting patiently for their turn.</li> <li>▪ Listening to others.</li> <li>▪ Talking about feelings.</li> <li>▪ Resolving conflict in their play.</li> <li>▪ Beginning to follow rules.</li> <li>▪ Developing relationships and attachments through playing with adults and peers.</li> </ul> | <b>Communication and language</b><br>Listening, attention and understanding | <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <small>[SEP]</small></li> </ul>  | <p>Understanding how to keep healthy.</p> <p>Understands the importance of good hygiene e.g. hand washing and tooth brushing.</p> <p>Recognising and naming different feelings.</p> <p>Understanding how feelings can affect people and how they behave.</p> <p>Recognising how others might be feeling.</p> <p>Knowing things they can do to manage big feelings and recognising when they need help with feelings.</p> <p>Recognising what makes them special and identifying what they are good at and their likes and dislikes.</p> <p>Understanding growing and changing.</p> |
|   | <b>Communication and language</b><br>Speaking                               | <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> <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,</li> </ul> |  |

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|  |   | with modelling and support from their teacher.  | <p>Understanding rules and age restrictions and that they keep them safe.</p> <p>Recognising risks and how to minimise harm.</p> <p>Knowing how to keep safe at home.</p> <p>Knowing about the people whose job it is to protect us.</p> <p>Identifying and exploring different families and close relationships.</p> <p>Understanding and exploring friendships.</p> <p>Managing hurtful behaviour and bullying.</p> <p>Exploring safe relationships.</p> <p>Respecting themselves and others.</p> <p>Understanding rules and why we need them.</p> <p>Understanding the groups they belong to and how they are the same and different to others.</p> <p>Understanding the role of the internet in everyday life and how to use technology safely.</p> <p>Knowing that money needs to be looked after and that different people make different choices about how to save and spend money.</p> <p>Recognising and naming different jobs (people they know / jobs in the community).</p> |
|  | <b>Personal, social and emotional development</b><br>Self regulation        | <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. <small>[L]<br/>[SEP]</small></li> </ul>  |   |
|  | <b>Personal, social and emotional development</b><br>Managing self          | <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>   |   |
|  | <b>Personal, social and emotional development</b><br>Building relationships | <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> </ul>   |   |
|  | <b>Understanding the world</b><br>Past and present                          | <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society. <small>[L]<br/>[SEP]</small></li> </ul>   |   |
|  | <b>Understanding the world</b><br>People, cultures and communities          | <ul style="list-style-type: none"> <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. <small>[L]<br/>[SEP]</small></li> </ul> |   |

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## Welly Walks

| How it is taught in EYFS:  | Early learning goals (ELGs) that link:              |   | How it looks in Key Stage 1:   |
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| <ul style="list-style-type: none"><li>▪ Building dens</li><li>▪ Playing games</li><li>▪ Sorting natural resources</li><li>▪ Loose parts for play</li></ul> | <b>Understanding the world</b><br>The natural world | <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>[L]<br/>[SEP]</li><li>• Know some similarities and differences between the</li></ul> | Understanding the rules of forest school – how to stay safe.<br>Exploring wildlife.<br>Observing and exploring plants and creatures.<br>Looking at changes in seasons.<br>Learning about planting and how to help things |

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| <ul style="list-style-type: none"> <li>▪ Using loose parts to create pictures</li> <li>▪ Repeating patterns using lives, pine cones etc.</li> <li>▪ Making nests</li> <li>▪ Exploring seasons and how the forest has changed.</li> <li>▪ Observing closely and drawing.</li> <li>▪ Climbing, balancing etc.</li> </ul> |  | <p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class. [L] [SEP]</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. [L] [SEP]</li> </ul> | <p>grow.</p> <p>Learning about animal habitats.</p> <p>Understanding how to respect and keep animals and their habitats safe.</p> <p>Looking and exploring mini-beasts.</p> <p>Recording what they see and find.</p> <p>Creating habitats to encourage biodiversity.</p> <p>Keeping the forest litter free and understanding the dangers litter can have on the creatures that live there.</p> <p>Creating a map of the forest including the creatures that live there.</p> <p>Measuring and comparing different things they find.</p> |
|  | <p><b>Expressive arts and design</b></p> <p>Creating with materials</p>                | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques.</li> <li>• Share their creations, explaining the process they have used. [L] [SEP]</li> </ul>   |  |
|  | <p><b>Personal, social and emotional development</b></p> <p>Building relationships</p> | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others. [L] [SEP]</li> <li>• Form positive attachments to adults and friendships with peers. [L] [SEP]</li> <li>• Show sensitivity to their own and to others' needs. [L] [SEP]</li> </ul>   |  |
|  | <p><b>Personal, social and emotional development</b></p> <p>Self regulation</p>        | <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</li> </ul>  |  |



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|  |   | instructions involving several ideas or actions. <sup>[L]</sup> <sub>[SEP]</sub>  |  |
|  | <b>Physical development</b><br>Gross motor skills | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. <sup>[L]</sup><sub>[SEP]</sub></li> <li>• Demonstrate strength, balance and coordination when playing. <sup>[L]</sup><sub>[SEP]</sub></li> </ul> |  |

Computing

| How it is taught in EYFS:   | Early learning goals (ELGs) that link:                                  |  | How it looks in Key Stage 1:   |
|---|---|--|--|
| <p><i>The early learning goals that linked specifically to computing (EYFS technology) were removed from the EYFS Framework. Computing does however still have a place in early years. Here are some ways it may have been seen:</i></p> <ul style="list-style-type: none"> <li>▪ Children exploring and using cameras and tablets to take photographs.</li> <li>▪ Listening and watching animated stories on tablets and screens.</li> <li>▪ Using technology such as Bee-bots to learn about direction and position.</li> <li>▪ Watching videos and playing games.</li> </ul> | <p><b>Expressive arts and design</b></p> <p>Creating with materials</p> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <small>[L] [SEP]</small></li> <li>• Share their creations, explaining the process they have used. <small>[L] [SEP]</small></li> </ul> | <p>Understanding what algorithms are.</p> <p>Knowing how algorithms are implemented as programs on digital devices and that the programs execute by following precise and unambiguous instructions.</p> <p>Creating and debugging simple programs.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognising common uses of information technology beyond school.</p> <p>Using technology safely and respectfully (keeping personal information private, identifying where to go for help and support if they have concerns etc.)</p> |