

EYFS - Key Stage 1 Progression Document Understanding the World – History

<u>Understanding the World</u> Children in Reception:	<u>Understanding the World</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	History in KS1
Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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. 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. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	After Before Old Now Past Present Future Time Yesterday Today Tomorrow Linked to Communication and Language, children will: - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use new vocabulary in different contexts - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deeper familiarity with new vocabulary	<u>All About Me (Family History) Topic (Autumn)</u> - Know the chronology of family and describe themselves as part of a family unit <u>Into the Forest (Spring)</u> - Read and learn about Hans Christian Anderson - Compare clothes worn in fairy tales to clothes worn today - Learning about Kings and Queens <u>Dinosaurs Topic (Summer)</u> - Read and learn about Mary Anning - Explore dinosaurs from the past and fossils <u>Other</u> - Share 'All About Me' books - Learning Journal display - Celebrate traditions from different cultures throughout the year - Grandparents Day - Black History Month - RE themes taught throughout the year - Calendar as part of morning routine (yesterday, today, tomorrow)	<u>Year 1</u> The History of Farming Seaside Holidays <u>Year 2</u> Marvellous Monarchs Explorers The Great Fire of London

EYFS - Key Stage 1 Progression Document Understanding the World – Geography

<u>Understanding the World</u> Children in Reception:	<u>Understanding the World</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	Geography in KS1
Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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. 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. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	School Park City Forest Difference Change World Ocean Country Place Map Season Weather Linked to Communication and Language, children will: - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use new vocabulary in different contexts - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deeper familiarity with new vocabulary	<u>Under the Sea (How can I look after the environment) Topic (Autumn)</u> - Exploring ocean pollution and recycling - Learning about different sea animals and how to preserve them - Creating re-usable bags <u>Into the Forest (What is a map?) Topic (Spring)</u> - Exploring maps and aerial photographs of our local area - Creating messy maps on a woodland area <u>Other</u> - Exploring the world through texts such as 'We're Going on a Bear Hunt' - Exploring the school grounds to look at features of the environment - Know about the different seasons - Discuss where extended family members live on a map including our EAL families place of birth - Naming features of the world around us (farm, beach)	<u>Year 1</u> Local area: What does my school look like from above? Animals around the world: Where in the world is hot and where is cold? Mountains, Rivers and Coasts: What are physical features? <u>Year 2</u> Local area: Where is St Mary's Explorers: Cuba or Sussex? The UK: What is the UK?

EYFS - Key Stage 1 Progression Document Understanding the World – Science

<u>Understanding the World</u> Children in Reception:	<u>Understanding the World</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	Science in KS1
Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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. 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. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Melting Ice Liquid Freeze Floating Sinking Habitat Waterproof Materials Planting Growing Seeds Seasons Linked to Communication and Language, children will: - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use new vocabulary in different contexts - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deeper familiarity with new vocabulary	<u>Superheroes Topic (Autumn)</u> - Exploring changes in materials by melting ice to free a Superhero <u>Under The Sea (Autumn)</u> - Exploring floating and sinking - Learning about an under the sea habitat <u>Into the Forest (Spring)</u> - Learning about forest habitats - Exploring waterproof materials by designing a cape for Little Red Riding Hood <u>On a Safari (Spring)</u> - Learning about the African Savannah and comparing to other habitats previously learnt <u>Out of an Egg (Summer)</u> - Identifying different animals and plants - Planting seeds and growing <u>Dinosaurs (Summer)</u> - Exploring teeth including dental hygiene and the role of the dentist (PSED) <u>Other</u> - Exploring the changes in seasons throughout the world - Discussing healthy food choices during snack time (PSED) - Naming body parts through songs (heads, shoulders, knees and toes) - Talking about pets at home - Exploring mini-beasts in the outdoor area - Going on walks to compare and learn about the seasons	<u>Year 1</u> Everyday Materials Seasonal Changes Animals Including Humans Plants <u>Year 2</u> Everyday Materials Animals including Humans Living Things and their Habitats Plants

EYFS - Key Stage 1 Progression Document Expressive Arts and Design – DT

<u>Expressive Arts and Design</u> Children in Reception:	<u>Expressive Arts and Design</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	Geography in KS1
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Join Connect Cut Mix Fold Weave	<u>Superheroes (Nutrition: Fruit Salad) Topic (Autumn)</u> - Exploring healthy foods and discussing why it's good for our bodies - Making a 'Superhero' fruit salad by chopping and self-selecting different fruits <u>Into the Forest (Nutrition: Porridge Tasting) Topic (Spring)</u> - Following a recipe to make porridge for a character <u>On a Safari (Textiles: Weaving Baskets) Topic (Spring)</u> - Cutting paper baskets and weaving traditional African patterns <u>On a Safari (Construction: Junk Modelling) Topic (Spring)</u> - Creating different safari animals by selecting and joining different materials <u>Other:</u> - Self-selection in art area throughout the year - Experimenting with tools including scissors and hole punch - Make use of fixing and joining materials such as selo tape, masking tape, string, pipe cleaners and glue - Linked to Fine Motor Development, children will use a range of small tools including scissors, paint brushes and cutlery	<u>Year 1</u> Nutrition: Smoothies Textiles: Puppets Mechanisms: Under the Sea Pop-Up Books <u>Year 2</u> Mechanisms: Fairy Tale Carriages Nutrition: Protein Balls Construction: Great Fire of London Houses

EYFS - Key Stage 1 Progression Document Expressive Arts and Design – Art

<u>Expressive Arts and Design</u> Children in Reception:	<u>Expressive Arts and Design</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	Art in KS1
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Pencil Line Rubber Portrait Brush Paint Mix Palette Colour names Fabric Collage Stick Cut Rip Light/Dark Bright/Dull Print Clay Fold Bend	<u>All About Me (Drawing and Painting: Portraits of themselves using different media) Topic (Autumn)</u> - Painting self-portraits using mirrors - Creating self-collage using different materials <u>Under the Sea(Observational Drawing and Printing: Observational Drawings of Shells) Topic (Autumn)</u> - Drawing shells using different lines and shapes - Making star fish using clay <u>On a Safari (Drawing: Pencil Drawing Exploring Patterns) Topic (Spring)</u> - Drawing traditional African patterns <u>Out of an Egg/ Dinosaurs (Sculpture: Farm animals/dinosaur fossils) Topic (Summer)</u> - Creating sculptures using different materials <u>Other</u> - Art work inspired by books during 'busy time' - Observational drawings - Exploring a range of media throughout the year - Outdoor art using a range of mark making materials - Art room enables children to self-select resources that they need/ want to test out	<u>Year 1</u> Collage and Painting: Paul Klee Drawing and Painting: Georgia O'Keeffe 3D Sculpture Printing: African Patterns Printing: Mono Printing (The Great Wave) <u>Year 2</u> Drawing: ½ portraits Drawing and Printing: Printing with polystyrene Drawing and Painting 3D Sculpture: Creating different backdrop landscapes Painting and Drawing: Observational drawing and creating and enlarged image of mini beasts

EYFS - Key Stage 1 Progression Document Expressive Arts and Design – Music

<u>Expressive Arts and Design</u> Children in Reception:	<u>Expressive Arts and Design</u> ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	Music in KS1
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Song Rhyme Poem Syllable Music Instrument Names	<u>Other</u> - Daily routine songs (Morning song) - Singing nursery rhymes during daily story time - Singing songs and rhymes from a variety of genres - Making and using different instruments during busy time - Singing and performing to our friends - Nativity Play - Clapping rhythms to accompany words such as tapping the syllables of names and objects - Exploring instruments in outdoor area - Listening and performing poems through class Super 7 and CLPE Literacy Unit	<u>Year 1</u> Singing Matters Rhythm and Beat Bring the Noise Carnival of the Animals Water Music <u>Year 2</u> Singing Matters Bring the Noise Seasons World Music Pitch

EYFS - Key Stage 1 Progression Document Physical Development – PE

Physical Development Children in Reception:	Physical Development ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	PE in KS1
Revise and refine the fundamental movement skills they have already acquired Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing	<u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing	Balance Jump Hop Skip Run Walk Jog High Low Team work	<u>In weekly PE Lessons:</u> Autumn 1: Intro to PE and Basic Team Games Autumn 2: Parachute Games and Movement to Music Spring 1: Exploring Movement and Gymnastics Spring 2: Ball Skills and Team Games Summer 1: Athletics and Sending and Receiving Summer 2: Exploring New Equipment and Combining Motor Skills <u>Other</u> - Accessing different equipment in outdoor area during busy time including hoops, skipping ropes, beanbags etc. - Open ended resources available for extended repeated and regular practicing of physical skills like lifting, carrying, pushing, pulling, constructing and stacking - Opportunities to access large equipment including trim trail and bikes during OPAL play - Accessing small tools in learning environment and other curriculum subjects - Finger Gym area with weekly challenge during busy time to practice fine motor skills - Use of cutlery during lunch time	<u>Year 1</u> Basic team games Parachute games/Dance Gymnastics/ Target Games Ball Skills/ Team Games Athletics/ Sending and Receiving Exploring new equipment/ combining motor skills <u>Year 2</u> Capture the flag/ rugby Netball/Dance Gymnastics/ Target Games Football/ Basketball Athletics/Hockey Tennis/Striking and Fielding

EYFS - Key Stage 1 Progression Document Computing

Physical Development Children in Reception:	Physical Development ELGs:	Key Vocabulary	Examples of how this is achieved in Reception	PE in KS1
n/a	n/a	Laptop Internet Beebot	<u>All About Me (Computer systems and networks – keeping safe) Topic (Autumn)</u> - Discussing different types of technology - Discussing how safe and unsafe uses of technology <u>On Safari (Programming – Beebots) Topic (Spring)</u> - Programming a Beebot to move across a Safari scene - <u>Dinosaurs (Creating media – taking pictures Basic laptop skills) Topic (Summer)</u> - Taking photos using Ipad on school trip - Creating digital pictures using laptops <u>Other</u> - Using interactive whiteboard during busy time - Accessing a variety of games using laptops - Using Seesaw weekly to access home learning - Celebrating Online Safety Day (school assembly)	<u>Year 1</u> Computer Systems and networks – Technology around us Programming A – Moving a robot Creating media – Digital writing <u>Year 2</u> Computing systems and networks – IT around us Programming A – Robot algorithms Creating media - Digital music