



Laneshaw Bridge Primary School EYFS Curriculum Progression and Links to Year 1

Focus areas: Communication and Language, Reading, Writing

Reception	Year 1
<p>Book corner library including book characters/story props.</p> <p>A range of stories, non-fiction texts, rhymes and poetry shared throughout the day that match the children’s developmental stage and interests. Children given the opportunity to re-visit these texts during continuous provision.</p> <p>Children have access to a range of books and reading opportunities (print in the environment etc) during continuous provision.</p> <p>Adults to model and scaffold children’s language development according to developmental needs.</p> <p>Drawing club words of the week vocabulary focus to extend children’s vocabulary.</p> <p>Role play and small world opportunities to encourage storytelling and language development</p>	<p>Small group guided reading and individual reads with books that match their phonic knowledge. During these sessions children develop word reading skills, by meeting the phonemes they have learnt in a new context.</p> <p>Planned opportunities for children to talk through back and forth interactions about books: teacher model thinking aloud, children asking questions, adults extending their comments and connecting their ideas, explicitly exploring new vocabulary.</p> <p>A range of diverse stories, non-fiction texts, rhymes and poetry shared throughout the day. These are often repeated readings of texts to ensure that children have multiple exposures to the language and vocabulary and deepen their responses.</p> <p>Children have opportunities to revisit texts that have been read to them by visiting the book corner.</p>

<p>Children taught letter sounds and graphemes through the Little Wandle systematic synthetic phonics programme. Children taught to blend sounds to read words and short sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>Small group guided reading and individual reads to match children’s phonic knowledge.</p> <p>Planned opportunities for children to talk about books – what they like and don’t like, relate to their own experiences, make links between books, predict what might happen next.</p> <p>A range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of mediums.</p> <p>Letter formation taught through Little Wandle rhymes to match taught letter sounds.</p> <p>Children taught to write words and short sentences, consistent with their phonic knowledge, that can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Small group guided writing tasks and a range of writing opportunities in continuous provision so that the children can write for an audience and with purpose.</p>	<p>Children to continue to progress through the Little Wandle systematic synthetic phonics programme and to read a range of books that match their phonic knowledge.</p> <p>Children taught to blend sounds to read words and sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>In drawing club children are taught to write words and sentences in longer pieces of writing, consistent with their phonic knowledge, which can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Drawing club words of the week vocabulary focus to extend children’s vocabulary.</p> <p>Using shared and modelled writing children write for a range of purposes and audiences. Children will then use their developing phonic and orthographic knowledge within their writing before, sometimes editing and redrafting their work.</p>
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Focus areas: Physical Development, Personal, Social and Emotional Development

Reception	Year 1
PE discrete teaching one session a week.	Following group and class rules.

<p>A weekly 'Wild Woodland' session (weather permitting).</p> <p>Discuss the benefits of healthy eating and physical exercise, oral hygiene and good sleep routines made more explicit.</p> <p>Children introduced to the idea of risk taking and how to minimise risk.</p> <p>Wide range of developmentally appropriate tools and equipment available in continuous provision to develop gross motor skills.</p> <p>A range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of media.</p> <p>Wide range of stories, non-fiction texts, rhymes and poems to support children around:</p> <ul style="list-style-type: none"> <li>*new experiences</li> <li>*feelings and emotions (including naming some feelings/emotions and beginning to understand how their actions and words have an impact on the feelings and emotions of others around them)</li> <li>*understanding that there are differences and similarities between themselves and others</li> <li>*Developing sense of self and what they are good at</li> <li>*Making mistakes, being resilient.</li> </ul>	<p>Recognising what they are good at and setting goals. How to ask for help if worried about something.</p> <p>Different feelings, managing feelings.</p> <p>Recognising feelings in self and others – naming emotions, building empathy.</p> <p>Everybody is unique in some ways and the same in others.</p> <p>Learning to become more independent.</p> <p>Respecting similarities and differences.</p> <p>Sharing views and ideas.</p> <p>Change and loss and how it feels</p> <p>Keeping safe in different contexts.</p> <p>Keeping safe around household products.</p> <p>What helps keep bodies healthy. Hygiene routine. Healthy choices.</p> <p>Correct names for body parts, including external genitalia</p> <p>Two hours of taught PE per week, covering skills and knowledge involved in dance (creating and performing), Strike and Field games, Invasion games, Net/Wall games, Athletics, Gymnastics and OAA.</p> <p>Rules for keeping safe and using ICT responsibly.</p>
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	<p>Recognise that they share a responsibility for keeping themselves safe online.</p> <p>Privacy in different contexts.</p> <p>Where money comes from. How to use money – saving money and spending money</p>
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Focus areas: Understanding of the World

Reception	Year 1
<p>Children introduced to the concept of a map – their bedroom, the classroom, the town and country they live in and where it is on the map of the world, where they have been on trips and holidays and what is different.</p> <p>Note changes in the weather and understand that there are different seasons. Explore differences and changes. Explore the life cycle of a plant/animal/insect according to the children’s interests.</p> <p>Extend their knowledge of different animals in different countries.</p> <p>Celebrate different cultural festivals/events/beliefs linked to children’s own experiences and begin to notice similarities and differences in these and why they happen.</p> <p>Explore the natural environment within a wider context. Explore different occupations in more depth.</p> <p>Find out about people who help us and the jobs they do.</p> <p>Introduce the word ‘technology’ in the context of the significant</p>	<p>Where do we live? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p>Experiencing today’s weather Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Sharing special places Compass directions (North, South, East, West) Directional language (eg near, far, left, right) Use this geographical language to locate features and routes on a map. Make a field trip into the school grounds and use observational skills to identify important physical and human features. Devise a simple map of the school grounds, including symbols for a key.</p> <p>Look at the customs and festivals involved in Christianity, Sikhism, Judaism and Islam.</p> <p>Seasonal changes (changes across the seasons, including the weather and variation in day length).</p>

<p>figure and the changes from then to now.</p> <p>Daily routines to support children’s understanding of past, present and a range of time (days of the week song, months of the year, date, weekend news) Relate abstract concepts of today, yesterday, tomorrow, the weekend to the children’s own experiences.</p> <p>Discuss our families and how they are similar and different.</p> <p>Objects of interest to provoke curiosity and wonder ... ‘I wonder’ objects in the curiosity shed– Observation, discussion, prediction and finding out.</p>	<p>Plants in the local environment, comparing and contrasting how they change over the seasons.</p> <p>Explore and answer questions about seasonal changes.</p> <p>Everyday materials – identify, name, describe and group objects according to materials or properties.</p> <p>Grouping and classifying animals, including humans. Explore what animals need to survive.</p> <p>Name main external parts of the human body and compare and contrast with an animal body.</p> <p>Identify and name the five senses and associated body parts.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p>
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Focus areas: Expressive Art and Design

Reception	Year 1
<p>Linked to children’s interests and experiences explore the following artistic techniques in more depth – pencil, paint, ink, form and sculpture and joining techniques (weaving, colour mixing, clay sculptures, self-portraits, printing, junk modelling, drawing, painting, collage).</p> <p>Linked to children’s interests and experiences explore different artists and focus on one and their work and create their own art work in this artist’s style.</p>	<p>Experiment in a range of media and create their own works of art using focused skills.</p> <p>Focus on weaving/textiles: Use weaving to create pattern. Join materials using glue and/or stitch. Use plaiting. Use dip dye techniques. Artist link: Gunta Stolzi</p> <p>Focus on collage: Use a combination of materials that re cut, torn or glued. Sort and arrange materials. Mix materials to create texture. Artist link: Paul Klee</p>

<p>Look in further detail at the artists Andy Goldsworthy, Piet Mondrian, Kandinsky, Henry Matisse, Claud Monet, Georgia O’Keeffe, Jackson Pollock.</p> <p>Use Helicopter stories, assemblies and school performances to further develop role play, singing, storytelling and to explore feelings and responses.</p> <p>Music Provide opportunities to sing in a group or on their own, increasingly matching the pitch and following a melody.</p> <p>Provide opportunities to listen, explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn and perform a wide range of developmentally appropriate songs, rhymes and poems.</p>	<p>Focus on printing: Use repeating or overlapping shapes.mimic print from the environment. Use objects to create prints eg. Vegetables, fruit or sponges. Artist link: Guiseppe Archimboldo</p> <p>Focus on drawing: Draw lines of different sizes. Colour in neatly following lines. Show pattern and texture by adding spots and lines. Show different tones by using different coloured pencils. Artist link: Leonardo Da Vinci</p> <p>Focus on painting: Use thick and thin brushes. Mix primary colours to make secondary. Add white to make tints. Add black to make tones. Artist link: Picasso</p> <p>Focus on sculpture: Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, card and clay as materials. Artist link: Andy Goldsworthy</p> <p>Focus on digital media: Use a wide range of tools to create textures, lines, tones, colours and shapes. Artist link: Aliza Razell</p> <p>Make structures stronger and more stable. Explore levers and slides, a range of different joining techniques and methods of construction, focussed on boxes/junk modelling.</p>
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Focus areas: Mathematics

Reception	Year 1
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Seek opportunities to make links to maths throughout the school day, ie talk about the date, the number of children in the class/absent, who is taller/ shorter etc.

Talk about, notice, comment upon groups of objects, children, creatures etc and model and encourage children to subitise. 'I can see four birds in the sky – two and two' 'Five cups on the table – three blue, two red' 'what can you see and how do you see it?' (Conceptual Subitising)

Number a week focus. Look at number formation as well as 'how many' this number represents. Look at ways of making this number and comparing it to other numbers.

Provide children with opportunities to count actions, sounds etc as well as concrete objects and pictures.

Thread number into everyday routines and learning, through all areas of the setting ie 'who is first, second, third? who has more? so two and one more is? a particular shape has one, three, four sides'

Link and build on the knowledge the children bring through their own experiences and use these as a hook into solving problems.

Provide opportunities for comparison and activities that develop the understanding that comparing numbers involves knowing which numbers are worth more or less than each other.

Focus on points of confusion (misconception) and work as a group to clarify.

Model, encourage and facilitate group discussion to encourage all

Thread number into everyday routines such as lining up and snack. Seek opportunities to make links to maths throughout the school day e.g. talk about the date, the number of children in the class/absent, measuring, etc., across the wider curriculum areas. Thread number into everyday routines such as lining up and snack register etc.

Revisiting concepts from Reception and deepening this knowledge through spaced practice.

Daily maths lessons. These will use prior learning to hook into new content, thus linking and building on the knowledge that the children bring from experiences in Reception

Lessons will involve explicit instruction of new content and modelling using worked examples, thus not overloading cognitive load.

Misconceptions are seen as positive learning opportunities, as in Reception, when children can explore concepts through dialogic discussions through which they can clarify and deepen their understanding.

Children are given opportunities to work in pairs and collaboratively to develop children's confidence when talking and reasoning in Maths.

children to become confident when talking about maths and solving problems.

Notice and name shapes in our provision. Talk about the characteristics of the shapes we see.

Provide opportunities to look for, notice, discuss and produce patterns.