



Alexandra

Primary School

Aspire, Perform, Succeed

Early Years to KS1 Curriculum Transition



Early Years to KS1 Curriculum Transition

Our Early Years Curriculum has been designed to provide children with the knowledge and skills needed to be successful learners in Key Stage 1 and beyond. This document sets out how our **Physical Development, Understanding of the World** and **Expressive Arts and Design** aspects of the curriculum supports transition and prepares children for Year 1.

Early Years Area of Learning	Link to National Curriculum	Where to find the curriculum links set out
Communication and language	English	<p>Communication and Language is a prime area of learning. Development and learning in this area is a vital part of our Early Years Curriculum. The following documents show how learning, skills and knowledge are sequenced across EYFS and to prepare children for KS1:</p> <ul style="list-style-type: none"> - Communication and Language Skills and Knowledge Map - End of Nursery Goals - Speaking and Listening Progression - Speaking and Listening Curriculum Coverage
Personal, social and emotional development	PHSE Relationships and health education	<p>PSED is a prime area of learning. Development and learning in this area is a vital part of our Early Years Curriculum. The following documents show how learning, skills and knowledge are sequenced to prepare children for KS1:</p> <ul style="list-style-type: none"> - Jigsaw learning objective overview - PHSE Skills Progression
Physical development	PE	<p>PSED is a prime area of learning. Development and learning in this area is a vital part of our Early Years Curriculum and closely monitored. The following documents show how learning, skills and knowledge are sequenced across EYFS and to prepare children for KS1:</p>



		<ul style="list-style-type: none">- PD Skills and Knowledge Map- End of Nursery Goals- PE Skills and Progression- This document provides further details of EY to KS1 curriculum transition.
Literacy	English Phonics	The following documents show how learning, skills and knowledge are sequenced across EYFS and to prepare children for KS1: <ul style="list-style-type: none">- Literary Skills and Knowledge Map- End of Nursery Goals- Curriculum Coverage for Reading- Curriculum Coverage for Writing- Phonics at APS
Mathematics	Maths	The following documents show how learning, skills and knowledge are sequenced across EYFS and to prepare children for KS1: <ul style="list-style-type: none">- Mathematics Skills and Knowledge Map- End of Nursery Goals- Curriculum Coverage for Maths
Understanding the world	Science History Geography Computing RE	This document provides further details of EY to KS1 curriculum transition in addition to: <ul style="list-style-type: none">- APS History Progression- APS Geography Progression
Expressive arts, designing and making	Design and Technology Art and Design Music	This document provides further details of EY to KS1 curriculum transition in addition to: <ul style="list-style-type: none">- APS Art Progression- APS Music Progression- APS Design Technology Progression



Early Learning Goals	EY APS curriculum
<p>Creating with materials:</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • 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. 	<p>Our curriculum supports children’s imagination and creativity by developing their artistic and cultural awareness.</p> <p>The children have daily opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p>The children are exposed to a wide variety of quality art. They see, hear and participate in activities that develop their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>Frequency, repetition and depth of their experiences are fundamental to our curriculum. The children are given opportunities to interpret and appreciating what they hear, respond to and observe.</p>



Our **Early Years** Curriculum promotes the safe use and exploration of a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This begins in Nursery where every mark that a child makes is valued. The children are encouraged to talk about their creations and begin to ascribe meaning to the marks that they make. The children are taught how to use tools and then have independent access to a range of tools and materials, which evolves as they progress through Nursery and Reception. Children are encouraged to explore their own ideas using techniques that have been taught. The children's work is displayed to promote pride and discussion about their creations and processes.

Our Early Years Curriculum is a balance between child-initiated and adult led activities. During adult led activities the children are taught the vocabulary and a range of art techniques that are set out in our progression of skills and knowledge. Adult directed artwork is linked to our topics and what is happening in the environment around us. The children are exposed to range of stimulus, for example, artists work, demonstrations, real objects, photographs and music. In Reception, the children look in more detail at the artist Kandisky.

The art skills that children are taught in Early Years link to: drawing, painting, collage, sculpture and explaining and expressing their ideas.

This aspect of our curriculum prepares children as they transition to our Year 1 Art curriculum.

Year 1 – Spring Term 2 – Art

To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Taught about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work.

To use sculpture to develop and share their ideas, experiences and imagination.

To use a range of materials creatively to design and make products.

To use drawing to develop and share their ideas, experiences and imagination.

To use painting to develop and share their ideas, experiences and imagination.

To learn about art and nature.

To learn about Bryan Nash Gill and create prints.

To learn about Andy Goldsworthy and create environmental art.

To learn about Regan Golden and create collages.

To learn about Monet and create still life drawings.

Year 1 – Autumn Term – Art

To create a self-portrait inspired by Frida Kahlo.

To draw a self-portrait (Yayoi Kusama)

To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1 – Summer Term 1 – Art

To learn about landscape painting (Turner).

To learn about printmaking (Marnie Baker).

To learn about texture in art.

Our **Early Years** Curriculum provides children with the opportunity to use a wide range of tools and techniques safely. They are encouraged to explore their own ideas and to talk about their creations.

The children instantly have access to a range of construction resources within our indoor and outdoor continuous provision. The resources vary in size, from lego to large community blocks. Resources vary across Nursery and Reception using a range of different joining and balancing techniques. As the children move in to Reception they are encouraged to keep their models/creations in safe zones. They are encouraged to use design sheets and resources to label their models are provided.

Adults engage with children as they create. Sustained shared thinking takes place to clarify concepts and extend narrative. Displays are used to provide a stimulus and step by step processes are created to form maps or books.

The children have independent access to a range of materials and tools to create models using taught skills and their own ideas. In Reception, the children engage in a range of projects. For example, creating a model village.

The children in Nursery and Reception have half termly cooking sessions planned. This also links to our PSED and physical Development curriculum where the children learn about healthy eating and using equipment safely.

This aspect of our curriculum prepares children as they transition to our Year 1 DT curriculum.



Year 1 – Autumn 2 and Spring 1 – DT

To design a space buggy.

To build a 3d structure

To generate develop, model and communicate their ideas through talking, drawing templates, mock ups and, where appropriate, information and communication technology.

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To explore and evaluate a range of existing products.

To select from and use a range of tools and equipment to perform practical tasks

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

To explore and use mechanisms.

Our **Early Years** Curriculum provides children with the opportunity to learn about food that we can grow in England. Linking to our 'Understanding of the World' curriculum the children grow and care for a range of vegetables. They learn to identify these plants and some of their features. The children also learn to identify the fruits and vegetables that they eat at snack time. We share photographs so that the children can see where and how they have grown.

Through exploration, story and role-play the children learn about different types of foods. For example, at Diwali time the children in Nursery are introduced to Indian foods and these are available for the children to explore in the role-play house alongside books and photographs. In Reception, the children taste fruits linked to the story Handa's Surprise.

Linking to our PSED/PHSE curriculum the children learn about healthy foods and why these are important.

The children in Nursery and Reception have half termly cooking sessions planned. This also links to physical Development curriculum where the children learn about using equipment safely.

This aspect of our curriculum prepares children as they transition to our Year 1 DT curriculum.



Year 1 – Summer 2 – DT

To understand where food comes from.

To identify if a food is a fruit or a vegetable.

To identify where plants grow and which parts we eat.

To taste and compare fruit and vegetables.

To make a fruit and vegetable kebab.

To evaluate our own creation.

Our **Early Years** Curriculum gives children the opportunity to explore music from around the world.

The children learn to sing a range of songs and rhymes as soon as they start in Nursery. The children build up their performance skills, starting with small groups and progressing to the whole class. Building on our core rhymes the children learn songs that link to other areas of our curriculum, for example, shape songs in Nursery and action/makaton songs in Reception. In Reception, our curriculum is supported by Kapow Music, which further supports the transition to KS1 curriculum.

The children are taught how to play untuned percussion instruments. These instruments are part of our continuous provision and children have the opportunity to explore different sounds and rhythms.

Through adult led activities, the children have opportunities to explore with tuned percussion instruments such as bells and xylophones. They learn the words high/low as they explore pitch, fast/slow as they explore tempo and soft/loud as they explore dynamics.

Our curriculum encourages the use of music to express feelings or ideas. When listening to a range of genres of music from around the world, children are asked to express their opinions and talk about how the music makes them feel. This happens throughout Early Years and often links to what is happening at that time. For example, Chinese music during Chinese New Year celebrations.

This aspect of our curriculum prepares children as they transition to our Year 1 Music curriculum.



Year 1 – Music

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To play tuned (and untuned) instruments.
- To listen with concentration and understanding to a range of high quality (live) and recorded music musically.
- To experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch and tempo).
 - To understand the concept of pitch.
 - To create a pattern using two pitches.
 - To understand the concept of tempo.
 - To create a superhero theme tune.
 - To perform confidently as part of a group (self and peer evaluation).
 - To use percussion and my body expressively in response to music.
 - To perform a song.
- To use instruments to create different sounds.
 - To compose and play a rhythm
 - To recognise how timbre is used to represent characters in a piece of music

Our **Early Years** curriculum supports children to move in time to music, combining different movements with ease and fluency.

In Nursery, the children listen to music and have the opportunities to explore movement to music. The music is varied and links to stories and topics. For example, moving to Chinese music around Chinese New Year. As we explore emotions the children also add movements to contrasting music, for example, happy/sad, fast/slow.

The children in Reception take part in a weekly music and movement session. The children learn to create simple actions to songs, learn how to move to a beat and express feelings and emotions through movement to music.

The children in Early Years learn a range of actions that match to our core rhymes. They also learn and perform many other action songs linking to stories and topics.

Our movement/dance skills are set on our Physical Development Skills and Progression Map.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.



Year 1 – PE – Dance – Spring 2

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To use simple movements.

To be able to jump and balance.

To be able to lead your partner.

To be able to lead your partner.

To work on our balancing and reaction skills.



Early Learning Goals	EY APS curriculum
<p>Gross Motor Skills Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.</p> <p>We provide gross and fine motor experiences that develop incrementally throughout Nursery and Reception, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through play and movement.</p> <p>Through both indoors and outdoors games, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows children to develop proficiency, control and confidence.</p> <p>Our EY’s Curriculum sets out a progression of skills needed to strengthen children’s fine and gross motor skills –</p> <p>Gross motor skills provides the foundation for developing healthy bodies and social and emotional well-being.</p> <p>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</p>

In **Early Years**, we support all children to develop their movement and balance. They have opportunities throughout the environment to revise and refine the fundamental movement skills needed to develop overall body strength.

In Nursery, the children take part in planned focused activities and free choice activities throughout our continuous provision. All children are assessed to establish their ability to demonstrate fundamental gross motor skills like stepping up, balancing and jumping off from low level equipment. Support is put in place where needed and progress is closely monitored. The children are taught how to use the equipment available and then observed and learning is scaffolded to support individual needs. Games are introduced to support balance. Activities promoting large-muscle movements are planned for, for example, flags, kites, paint brushes and streamers.

In Reception the curriculum continues to develop the overall body strength, co-ordination, balance and agility of children. The children are taught how to use the more challenging playground equipment. Opportunities are planned within the continuous provision to develop spatial awareness, including adjusting speed and direction. Games are introduced that involve hopping and skipping. Children's gross motor skills are closely monitored and support put in place.

The children in Reception have a weekly PE lesson where skills are explicitly taught and practised. Activities are then set up in the continuous provision so these skills can continue to be embedded.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.



Year 1 – Autumn Term 1 – Personal Skills

To explore balance, stability and landing safely.

To explore how the body moves differently when running at different speeds.

To explore changing direction and dodging.

To explore jumping, hopping and skipping actions.

To explore co-ordination and combining jumps.

To explore combination jumping and skipping in an individual rope.

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.



Our **Early Years** curriculum introduces the key social skills needed to transition to team games. Reception refine their partner work skills during weekly PE sessions. This is focused on throughout the Spring Term where children focus on ball skills. In the Summer Term children take part in team events, such as relay races in athletics.

Our continuous provision in Nursery and Reception is set out to encourage cooperation and collaboration throughout the environment. In Nursery, large scale construction both indoors and outside is used to promote children working together. Practitioners model working in a team and scaffold children's learning where appropriate. This continues in Reception where more advanced den building is introduced and a strong repertoire of circle team games is built on.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.



Year 1 – Autumn Term 2 – Team Games/Social Skills

- To cooperate and communicate with a partner to solve challenges
 - To explore and develop team work skills
 - To develop communication skills
 - To use communication skills to lead a partner
- To plan with a partner and small group to solve problems
 - To participate in team games, developing simple tactics for attacking and defending

Our **Early Years** curriculum supports children to develop their balance, agility and coordination.

In Nursery, our outside area provides a range of opportunities for children to step up, climb, balance, jump from, swing and explore different levels (hills/slopes). Games like musical statues are planned for to build balance. Movement games are planned for to develop agility and quick responses. Dance games are planned for to develop coordination.

Across our Early Years provision the children have opportunities to ride trikes, bikes and scooters. The skills needed for this are monitored and supported where needed.

In Reception, outdoor games are planned to build balance, agility and coordination. The children also have a series of gymnastic PE sessions to teach and build specific skills. During PE the children are taught to name equipment, move around, under and over equipment, balance on low level equipment and change direction.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.



Year 1 – Spring Term 1 – Gymnastics

To use dynamic balance.

To use static balance.

To master basic movements (developing balance, agility and coordination.)

Our **Early Years** curriculum supports children to move in time to music, combining different movements with ease and fluency.

In Nursery, the children listen to music and have the opportunities to explore movement to music. The music is varied and links to stories and topics. For example, moving to Chinese music around Chinese New Year. As we explore emotions the children also add movements to contrasting music, for example, happy/sad, fast/slow.

The children in Reception take part in a weekly music and movement session. The children learn to create simple actions to songs, learn how to move to a beat and express feelings and emotions through movement to music.

The children in Early Years learn a range of actions that match to our core rhymes. They also learn and perform many other action songs linking to stories and topics.

Our movement/dance skills are set on our Physical Development Skills and Progression Map.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.

Year 1 – Spring Term 2 – Dance

To use simple movements.

To be able to jump and balance.

To be able to lead your partner.

To work on our balancing and reaction skills.

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Our **Early Years** curriculum builds children's ball skills. Children are taught how to and given opportunities to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

The children are taught how to use the equipment and the continuous provision provides opportunities for children to embed these skills. Opportunities to develop throwing and aiming skills include, bat and ball games, beanbag and target games, quotes and cone games. The ball skills taught are mapped out on Physical Development skills and progression map.

In Reception, the children are explicitly taught the skills needed to master basic movements and practise running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. These PE lessons are covered in the Spring and Summer term through ball skills, games and athletics sessions.

This aspect of our curriculum prepares children as they transition to our Year 1 PE curriculum.

Year 1 – Summer Term 1 – Team Games/Applying Physical Skill

To develop control and coordination when dribbling.

To accurately roll the ball.

To explore throwing with accuracy.

To explore catching with two hands.

To explore control and coordination when dribbling a ball with your feet.

To explore tracking a ball when it comes to me.

To practise running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

To participate in team games, developing simple tactics for attacking and defending.

Year 1 – Summer Term 2 – Athletics

To learn to move at different speeds for varying distances.

To develop a foundation for balance and stability.

To develop agility and coordination.

To explore hopping, jumping and leaping for distance.

To develop throwing for distance.

To develop throwing for accuracy.

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.



Early Learning Goals	EY APS curriculum
<p>Past and Present:</p> <ul style="list-style-type: none"> • 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. <p>People, Cultures and Communities:</p> <ul style="list-style-type: none"> • 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. <p>The Natural World:</p> <ul style="list-style-type: none"> • 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. 	<p>Children are guided to make sense of their physical world and their community. They are given opportunities to explore natural materials, plants, animals and our local environment. They will begin to make comparisons to others places in the world and explore ways to look after the environment.</p> <p>The children will have a range of experiences to increase their knowledge and sense of the world around them – from visiting other parts of our school, trips out of school and to meeting important members of society, such as police officers, nurses and firefighters.</p> <p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this will extend their familiarity with words that supports their understanding across domains. Enriching and widening children’s vocabulary will then later support reading comprehension.</p>

In **Early Years**, the children learn about their body through a range of topics. This begins in Nursery where children learn the names and functions of their eyes, ears, arms and legs to support with their whole body listening. This learning is returned throughout Nursery with the singing of rhymes (e.g. head, shoulder, knees and toes) and action songs.

In Reception, the children continue to learn the names for further body parts throughout their 'All about me' topic. They engage in a range of first hand experiences to explore their senses, this includes smelling, tasting, touching and looking at a range of items.

Oral hygiene is taught in Nursery and Reception and provides children with a further understanding and vocabulary about their bodies.

Through our PHSE curriculum (supported by Jigsaw) the children in Nursery learn about the word healthy, they know what they need to do to be healthy including how to wash their hands. In Reception, the children develop a further understanding of why movement, rest and healthy foods are needed for our bodies.

This aspect of our curriculum prepares children as they transition to our Year 1 Science curriculum.

Year 1 – Autumn Term 1 – Science

To learn about the human body.

To learn about the organs of the human body.

To create an investigation about the human body.

To learn about senses.

To ask simple questions and recognise that they can be answered in different ways.

To use their observations and ideas to suggest answers to questions.

To perform simple tests.

To gather and record data to help in answering questions.



In **Early Years**, we explore a range of different materials using all of our senses. We build the children's descriptive vocabulary through multi-sensory activities. The children have opportunities to touch and feel different materials. The children have natural materials to explore within the continuous provision. They learn where these natural objects have originated. The children are introduced to everyday materials as they learn about the local environment, recycling in our classrooms and storing materials within the continuous provision, for example, in our creative/construction areas.

Linking to our Math's curriculum, the children begin to sort objects by different criteria. This begins in Nursery by sorting by colour and progresses to a range of criteria in Reception.

Our curriculum encourages the children to make observations and comparisons about the world around them. This is achieved through exploring the environment and through discussion, story and first-hand experiences.

This aspect of our curriculum prepares children as they transition to our Year 1 Science curriculum.



Year 1 – Spring Term 1 – Science

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

To compare and group together a variety of everyday materials based on their physical properties.

To describe the physical properties of a variety of everyday materials.



Our **Early Years** curriculum encourages children to explore the world around them. Children are encouraged to describe what they see, hear and feel. Key vocabulary is introduced and modelled to support talking about what has been noticed and observed in the environment around them.

The children are introduced to each season as it begins. The children are exposed to stories and songs relating to the season's features. In Reception, children begin to discuss the effect of changing seasons on the natural world around them.

The children will have the opportunity to engage with a range of activities to embed their understanding and vocabulary relating to weather. This is through story, song, creative work, in the moment opportunities and interest objects, for example, dressing the bear for a winter's day or watching the ice melt on a frosty morning.

This aspect of our curriculum prepares children as they transition to our Year 1 Science curriculum.



Year 1 – Spring Term 2 – Science

To observe changes across the 4 seasons.

To observe and describe weather associated with the seasons and how day length varies.

To understand night and day

To understand the water cycle.

Our **Early Years** curriculum encourages children to understand the need to respect and care for the natural environment and all living things. Drawing on their own experiences of what they have seen and read the children are encouraged to make observations about animals.

In Nursery, the children explore different animal habitats through our topic on 'Bears'. The children are invited to share photographs of animals that they have seen in our local area. Our bug hotel is part of our continuous provision to teach children to care for living things. In the Summer Term the children learn about farms. Through a range of fiction and non-fiction books the children learn about the different animals. They discover how to care for animals and what these animals provide us with. This is reinforced through role-play and small world resources. The children have the first-hand experience of a farm visiting our Nursery.

In Reception, the children learn about animals throughout the summer term as part of their 'New Life' and 'Magnificent Mini-beasts' topics. The children explore life cycles through stories and first-hand experiences. Children learn to talk about what they see happening, make comparisons, ask questions and understand the needs of different animals. First-hand experiences include caring for eggs/chicks and watching them hatch and observing caterpillars change into butterflies. The children discuss these animals natural habitats and their features.

Year 1 – Autumn Term 2 – Science

- To explore and answer questions about animals and their habitats
- To learn about habitats – rainforests
- To learn about habitats – woodlands
- To learn about habitats – oceans
- To learn about habitats - the arctic
- To learn about habitats - deserts

Year 1 – Summer Term 1 – Science

- To ask simple questions and recognising that they can be answered in different ways.
- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To understand, sort and compare herbivores, carnivores and omnivores linked to dinosaurs.
- To develop our knowledge of different animals' diets

Our **Early Years** curriculum encourages children to explore the natural world. The children have opportunities to observe plants and take part in the growing process.

In Nursery, the children help to sow wild flower seeds. They also learn how to care for and look after a range of herbs in our mud kitchen. Throughout the Nursery year children are involved in planting activities, including sunflowers and beans. They have free access to water and watering cans and learn how to care for the different plants in our garden.

In Reception the children build on their nursery experiences and have access to a vegetable patch. The children are involved in the process from planting seeds to maintaining and harvesting the vegetable patch. They learn how to identify the vegetables that they are growing and how to care for them.



Year 1 – Summer Term 2 – Science

- To plan, carry out and evaluate an investigation about beans.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To identify and name a variety of common wild and garden plants.



Our **Early Years** curriculum gives children the opportunity to make sense of their own life-story and their family history. The children bring in photographs from home to promote discussions about how they have grown/changed and who is in their family.

A home corner is part of our continuous provision. Through role-play the children explore, discuss and act out every day familiar and family experiences. We use a wide range of quality and diverse story books to positively discuss the differences between people and families. Diverse photographs and resources are used throughout the environment to promote conversations and discussions about changes and families.

Our curriculum promotes an interest in different occupations and members of the community. This is explored through our Jigsaw theme and Nursery 'people who help us' topic. Visitors are invited to school to talk to the children about their role.

In Reception, the children learn about familiar situations in the past. This is mostly delivered through transport themes, using images to make comparisons between the past and present. The children in Reception explore castles and make comparisons to the past. They discuss historical events and the Queen's rein.

In Nursery, the children learn about farms. The children are exposed to stories, images and videos that show how farmers worked before the use of machinery. We use this opportunity to compare the past and present. In the Nursery environment we use a past, present and future display so that the children can see a range of events to reflect on and anticipate. All Early Years classrooms display the reading journey so that children can reflect on past and current learning.

The children share weekend news to build their past tense vocabulary and their skills to recall past events.

This aspect of our curriculum prepares children as they transition to our Year 1 History curriculum.

Year 1 – Autumn Term 1 – History

To understand the past.

To identify changes between the past and present.

To compare schools from the past to the present.

To compare toys/transport from the past with the present.

To understand significant events/person.

To understand significant historical events, people and places in their own locality.

To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically.

Year 1 – Spring Term 1 – History

To explore events beyond living memory that are significant nationally and globally.

To understand the sequence of important events (related to space).

To know about the lives of significant individuals who have contributed to national and international achievements.

Year 1 – Summer Term 1 – History

To learn about the Jurassic coast.

To learn about fossils.

To learn about events beyond living memory that are significant nationally or globally.

To learn about the lives of significant individuals in the past who have contributed to national and international achievements.

To learn about changes within living memory.

To learn about historical significant events locally.



Our **Early Years** curriculum supports children to begin to make comparisons to other places in the world and explore ways to look after the environment.

Through story, video's, photos and information books the children learn that there are different countries in the world. They are encouraged to talk about their own experiences of this. In Nursery, through our 'Bears' topic the children explore different animal habitats and the countries that different bears originate from. The children also learn about animals that live in our local environment. In Reception, the children discover and research different buildings around the world. They also begin to recognise similarities and differences between countries throughout their 'We're Going on a Journey' topic.

Through small world play and role-play, the children have opportunities to explore and discuss the features of our local environment. Our continuous provision evolves throughout the year. For example, in Nursery the children are introduced to small world resources with a playground theme. Photo books and photo cards of our local playgrounds are displayed alongside. This continues to be built on and we use photographs of our local area throughout our provision. The children look at simple maps and talk about where familiar places are located. Reception go on a local walk to investigate the local environment. Prior to the walk, they look at maps and plan a route.

The children are taught to use directional vocabulary to describe simple routes. They are introduced to simple maps and are encouraged to start noticing and discussing features of the map. For example, in Nursery, we introduce a map of the bike track and include some of our garden features. In Reception, the children begin to create their own maps of the garden, for example, when they go on a mini-beast hunt.

This aspect of our curriculum prepares children as they transition to our Year 1 Geography curriculum.



Year 1 – Autumn Term 2 – Geography

- To understand what the local area is like
 - To observe my local area / school
 - To understand the route to school
- To understand human and physical features
- To understand human and physical features in my local area
- To understand how to help the environment and planet
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom



Year 1 – Spring Term 2 – Geography

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To use basic geographical vocabulary to refer to key human features including: city, town, village.

To use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.

Year 1 – Summer Term 2 – Geography

To develop our knowledge of the sea and sea animals.

To look at the features of the seaside.

To look at the history of seaside holidays.

To look at an English seaside town.

To create a holiday poster for a seaside destination.

To evaluate our learning.

Our **Early Years** curriculum supports children to develop positive attitudes about the differences between people.

The children are encouraged to talk about their own cultures and beliefs. Displays and photographs are used as key prompts to promote discussion. In Early Years, the children begin by talking about days that are special to them. They explore birthdays through stories, role-play areas and displays. Many aspects are also covered in our Jigsaw/PSED curriculum.

The children learn that some places are special to members of their community. In Reception, the children look at photographs of local places of worship.

Our curriculum supports children to recognise that people have different beliefs and celebrate special times in different ways. The children will have the opportunity to explore real artefacts, information books and photographs in the form of interest trays during different celebrations across the year in Nursery and Reception. Simple religious stories are shared with the children at the time of different celebrations taking place; this then encourages the children to share their own experiences in context. Our families are encouraged to share any special photographs with us.

Our displays, resources and books are multi-cultural and represent our community.

This aspect of our curriculum prepares children as they transition to our Year 1 RE curriculum.

Year 1 – RE

To explore faith, spirituality and an awareness of themselves and others.

To be members of diverse local, national and international communities.

To ask challenging and ultimate questions within a context of mutual trust and respect.

To develop a deeper sense of their own beliefs and values through reflecting upon why they think and act in particular ways

Year 1 – RE

To discover fundamental things about being human.

To look at things beyond themselves.

To identify what makes a good friend.

To discuss how Jesus showed friendship in Bible stories.

To learn about Chinese New Year.

To discuss how special people are welcomed.

To discuss which days of the week are special to us.

To learn about Shabbat in the Synagogue.

To learn about the importance of Shabbat for Jewish people.