



GREENWOOD
ACADEMIES TRUST



A PROVISION AND
PROGRESSION PATHWAY
FOR THE EYFS INTO YEAR 1



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‘Provision and Progression Pathway from EYFS into Year 1’

Exemplification for academy leaders and teachers at Greenwood Academies Trust

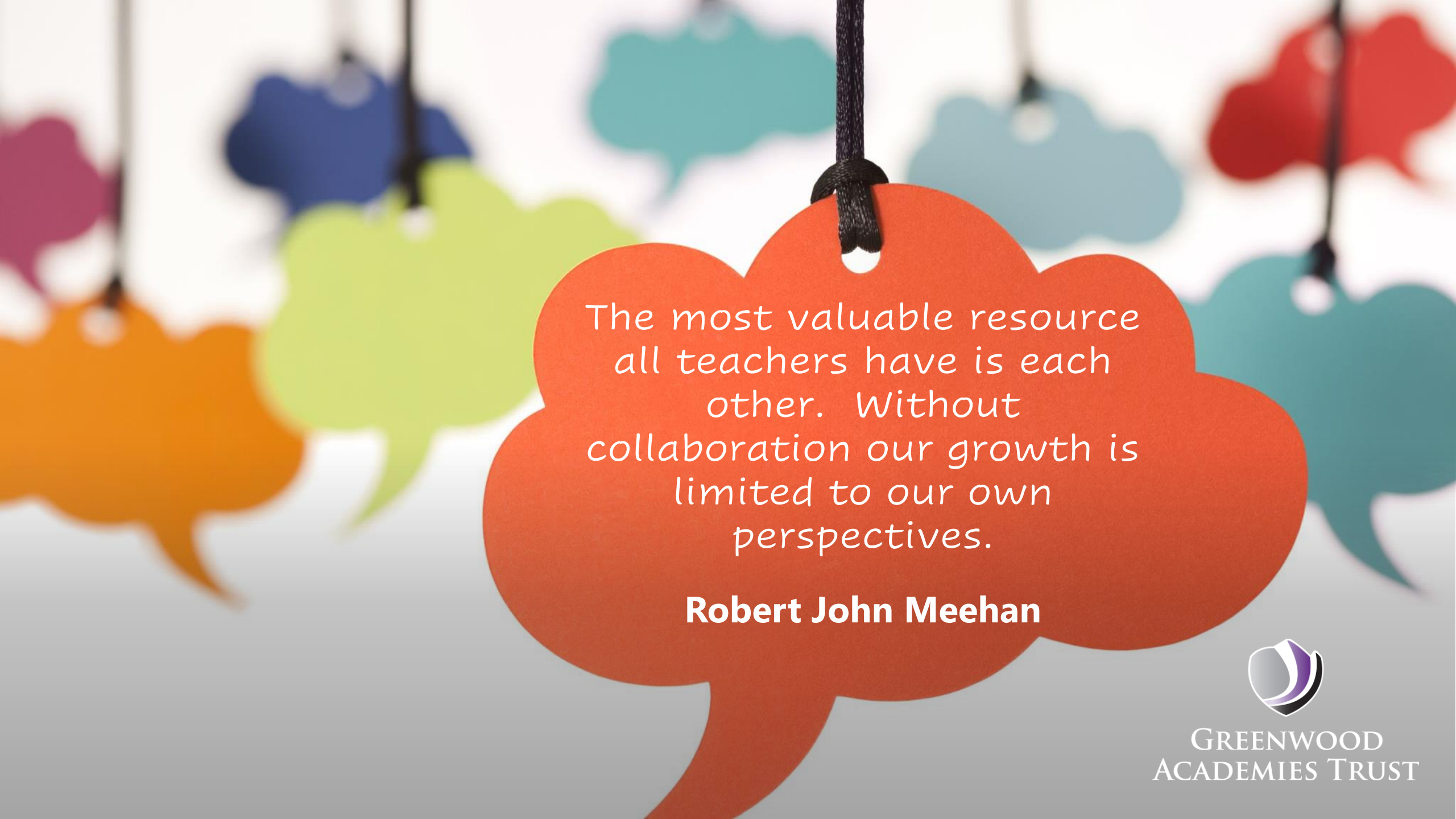
At Greenwood Academies Trust we are privileged to work with fantastic practitioners who are committed to continuous professional development and working in collaboration across both our academies and with external organisations. We have developed a suite of materials to support in the leadership of the EYFS.

This booklet is developed for teachers and subject leaders to better understanding the pathway for progression from Reception to Year 1 by exemplifying the precise and specific marriage of two curricula as pupils enter KS1 with some Early Learning Goals still needing to be secured.

I am delighted to share this exemplification booklet which presents a broad range of some of the work across our settings. It includes practitioners mapping the progression from Reception to Year 1, Phase Leads sharing key planning documentation and leader-practitioners sharing research and reading to support the provision and progression pathways.

‘Provision and Progression Pathway’ is a tool designed support the keep up, not catch-up approach as well as ensure that gaps in the ELG’s and learning are mapped precisely into a Year 1 offer to aide future learning and progression. This approach ensures that the children have the opportunities to apply their explicitly taught key skills within the context of highly effective and challenging continuous provision.

Andrew Clarke - Senior Education Director



*The most valuable resource
all teachers have is each
other. Without
collaboration our growth is
limited to our own
perspectives.*

Robert John Meehan



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CONTRIBUTORS

The Curriculum Assurance Board has been working with leaders across the Trust to further improve wider subject leadership and the understanding of the curriculum foundations that develop in the EYFS and through the early learning goals.

With this in mind we have developed a resource that both supports mapping progression from the EYFS into KS1 and supports teacher/subject leader knowledge on what this might look like. Getting a suitable pathway from one stage to the next has to be considered and planned well to meet individual pupils needs.

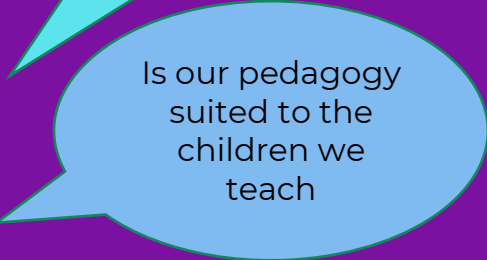
Piaget (1952) describes four distinct periods of development, ranging from birth through to adulthood. **The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences.**

It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredenkamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008).

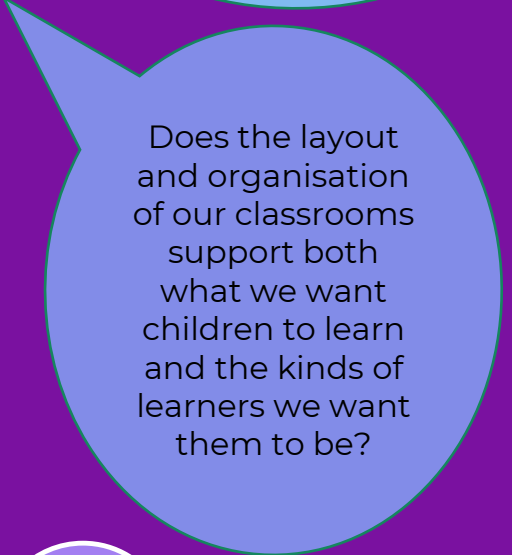
So, what are the key things for us to consider?



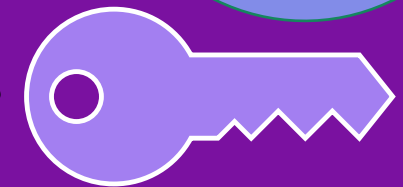
Is our practice developmentally appropriate



Is our pedagogy suited to the children we teach



Does the layout and organisation of our classrooms support both what we want children to learn and the kinds of learners we want them to be?



Continuous Provision in Year 1

Early Excellence – May 2023 states that:

Provision in Year 1 can be perceived as low level and lacking in challenge – ‘just play’, and it is true that if we simply aim to repeat the experiences children have had in EYFS or if we view the time children spend in provision as having little value, this may very well be the case. However, when it is well-planned and linked not only to the interests of children but also carefully aligned to the demands of the National Curriculum.

Continuous Provision can provide increasingly challenging and valuable learning opportunities throughout both Year 1 (as well as Year 2), enabling children to revisit and embed skills and knowledge, whilst continuing to strengthen the effective learning behaviours they had when they left Reception. Child-led learning in an effective, well-planned Year 1 environment does not take children away from learning but rather supports it: links are made, skills and knowledge revisited and embedded.



Defining Continuous Provision in Year 1

Early Excellence – May 2023 also states:

The EYFS framework describes the provision areas available to children on a daily basis. Each area contains a core set of resources that children are able to access and use independently with both the resources and the way they are organised remaining largely constant throughout the year. In this way, we can offer children a familiar environment in which they can sustain their interests, practice new skills, make links between different areas of knowledge and develop their ideas over time.

What does that mean for our youngest pupils?

Continuous Provision in Year 1 must reflect the long-term expectations we have for our children and build on the foundations from the EYFS provision.

What skills and knowledge do we want them to master?

What equipment and opportunities must we provide?

Continuous provision in Year 1 is not just an add-on, not just another thing to fit in alongside the curriculum: it is a key element of that curriculum.

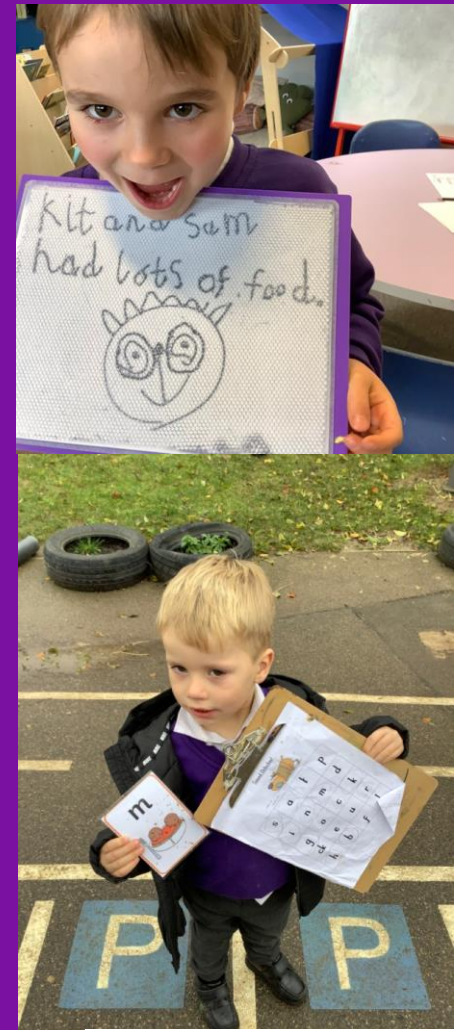


Research supporting the 'Provision and Progression Pathway' project

For experiences of the highest quality to take place, children's play and learning needs to be planned carefully.

Fisher (2010) feels that the learning needs of a Year 1 child is similar to those in Reception, "children should not go from being a 'unique child' (DCSF 2008) to a 'Year 1' in one small step down the school corridor".

Drake (2009) replicates this, "play should not be seen by the adult as a separate activity", but states that, "free play in an ill-equipped environment with little thought given to the opportunities and support offered is not guaranteed, or even likely to lead to appropriately challenging learning experiences for all children.



Key Principles of Continuous Provision

Remain the same as in the EYFS...

- ❑ What gaps do pupils have and which Early Learning Goals need securing in the autumn term of Year 1?
- ❑ How does this look for the individual pupils as they start KS1?
- ❑ Start with the child – what are they interested in, what will they naturally want to do and learn?
- ❑ Are there key areas of learning that need strengthening or revisiting?
- ❑ Prioritise areas of provision according to the space you have available and how effectively you can resource them;
- ❑ Create a clearly defined space for each area of continuous provision;
- ❑ Make sure that the resources you provide earn their place by providing lots of possibilities for learning;
- ❑ Organise resources carefully and make them accessible to the children;
- ❑ Consider the way in which you group, display and label the resources to provide opportunities for learning.



Fitting everything in?

Amy Short – Beacon Primary Academy

As an article by Early Excellence (McHugh 2022) says, “continuous provision in Year 1 is not an add on or something to fit into the curriculum, it is the curriculum”. Fitting in the demands of the National Curriculum and running a continuous provision environment can be overwhelming and seem impossible. There are different ways practitioners do this and it does depend on the cohort of children you have, however, an effective way that we have tried and tested is ‘Rainbow Challenges’. These are independent, non-negotiable, daily challenges that enable you to gain the ‘evidence’ needed for the foundation subjects.

You can choose to deliver the teaching needed for these subjects through provision or as a carpet session as suggested in the example timetable above. This is modelled to children during the challenge chat part of the day. The recording of these depends on what you decide works best, Tapestry or similar is a good option. With modelling, the children can take their own photograph of their completed challenge. This then just needs an adult to look over the task, as you would in an exercise book, to identify any misconceptions and errors. Rainbow Challenges also provides the opportunity to continuously revisit and embed previously taught concepts.



Carefully planned provision can do a large amount of the teaching for you. Once you have your environment set up with the areas your current cohort needs, you can then use your medium-term planning for each subject to assist your weekly provision plans of the enhancements for your areas.

These enhancements should be weekly, some may even stay out longer than a week. When an adult is present alongside enhancements, the planned objectives the children 'may' learn is increased. Knowing that not every child will use your enhancements or secure the objectives planned is essential. High-quality play can be disrupted by adults thinking that the children must use the enhancements and secure the planned objective. Your direct teaching sessions and non-negotiable challenges will cover all the objectives needed.

PROVISION – PROGRESSION – PATHWAY

Our task is to help children communicate with the world using their potential, strengths and languages, and to overcome any obstacle presented by our culture.

Loris Malaguzzi



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Literacy - Communication & Language

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and nonfiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

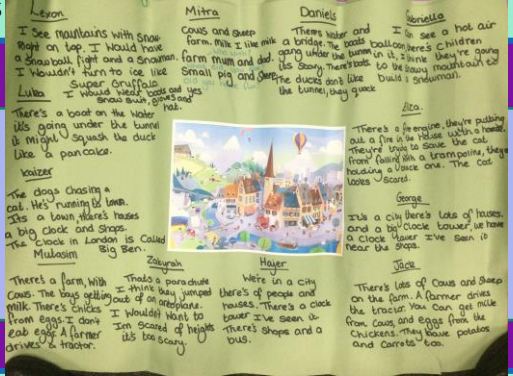
	Development Matters 3 & 4-year-olds will be learning to:	Development Matters • Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication & Language	<p>Communication & Language</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Use new vocabulary in different contexts. • Engage in story times. • Learn rhymes, poems and songs. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. 	<p>Listening Attention & Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. <p>Expressive Arts and Design Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others <p>Creating With Materials</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Listening Attention & Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<p>Spoken Language</p> <p>Listen and respond appropriately to adults and peers.</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.

Communication & Language

ELG: 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.

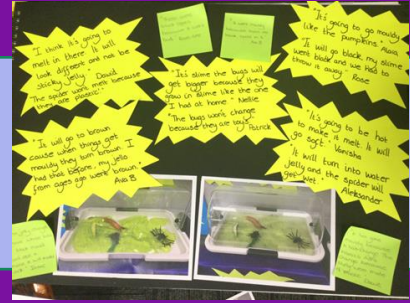
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers



In Reception language and vocabulary development opportunities are present throughout the provision. Big Talk, Reflection and Walk Through sessions take place weekly. The Curiosity Box provides pupils with the chance to explain what/ why things might happen. Groups snacks, paired challenges and games allow for conversations between pupils.

ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.



In Y1 pupils identified as needing further development to achieve this ELG are provided with a range a sentence stems. They are taught new vocabulary in discrete lessons. Think, Pair, Share and Cold Calling methods are also used to enhance communication.

In Y1 pupils' oral vocabulary develops well as too should their ability to understand and use a variety of grammatical structures.



In Y1 pupils are now able to use new vocabulary when discussing their experiences with their peers. They are encouraged to develop their language skills especially during literacy sessions with the retelling of traditional tales, focusing on story openers and conjunctions.

Speaking and Listening

Communication & Language

Communication and Language ELGs:

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

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

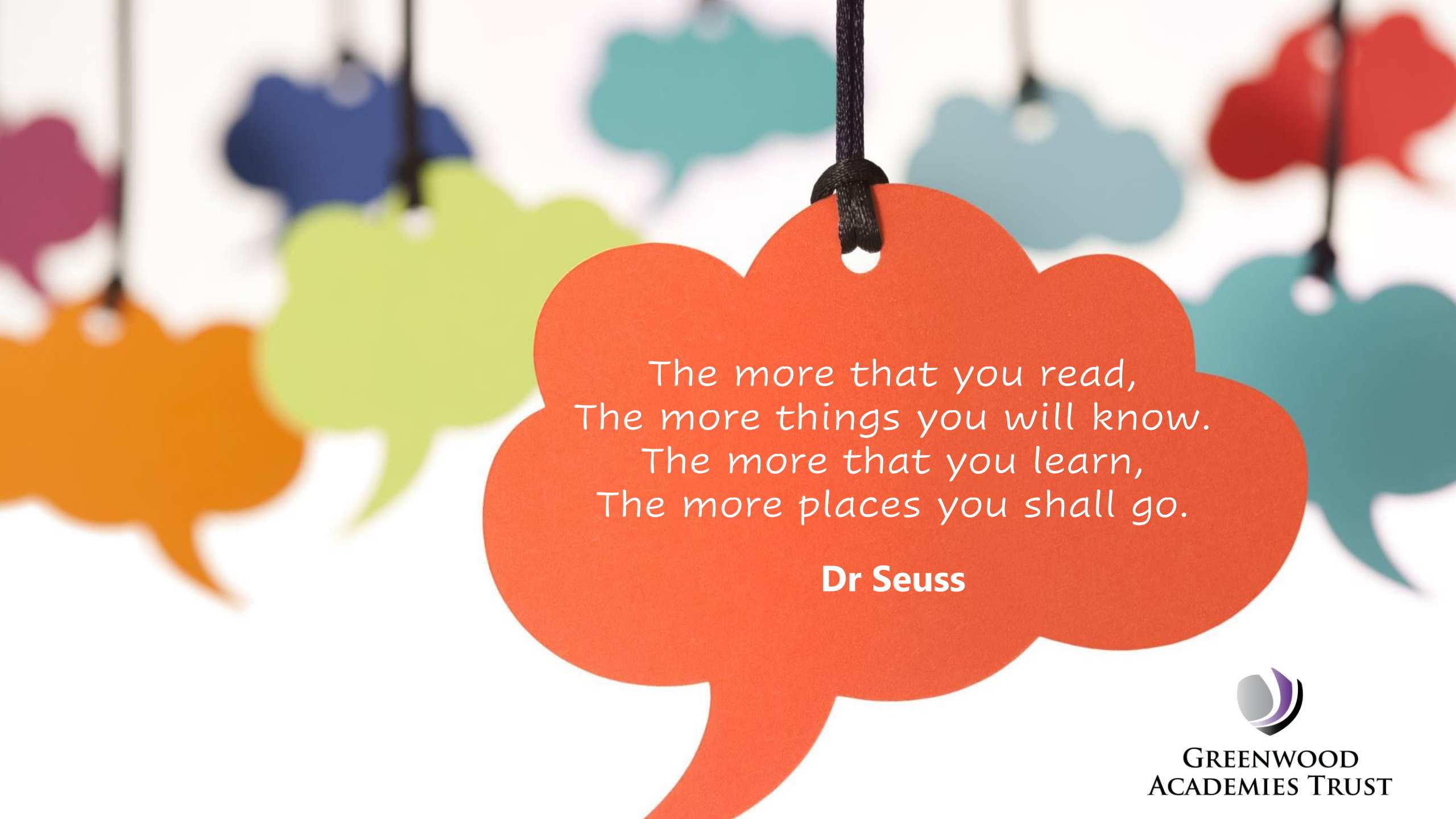


In Reception, we believe that communication and language is THE most important area to develop. Children are most successful when they are effective at communicating their thoughts and ideas and have the ability to receive and process information. It is well known that far more speaking happens outdoors than indoors, which is why we spend so much of our time outside!

In Reception, we foster collaboration and teamwork and celebrate learning twice a day during circle time, where children practise our value of respect in valuing what everyone has to say. We limit the amount of time children spend sitting and listening to grown-ups, so that it is developmentally possible for the majority, growing this expectation over time. Above all, we encourage the children to use their words to explain, problem solve, describe and retell daily, growing children's vocabulary through their interests and the use of modelled sentence stems where necessary.

In Y1 speaking and listening is at the forefront of every subject. We believe showing effective listening opens a gateway to an exciting learning journey for the children. Children are always given the opportunity to speak, with high quality discussions encouraged between peers and adults. Children are encouraged to explain their answers, making effective connections. During carpet inputs children are given the opportunity to express their thoughts and ideas through lots of mixed ability partner talk.

Speaking and Listening



The more that you read,
The more things you will know.
The more that you learn,
The more places you shall go.

Dr Seuss



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Literacy – Reading, Writing and Comprehension

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and nonfiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Word Reading	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	Word Reading <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Comprehension	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Writing	<p>Writing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. 	<p>Writing</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Form lower case and capital letters correctly. • Re-read what they have written to check it makes sense. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. <p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

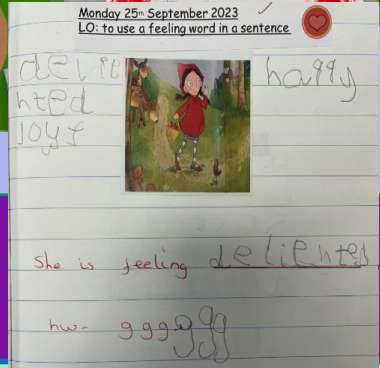
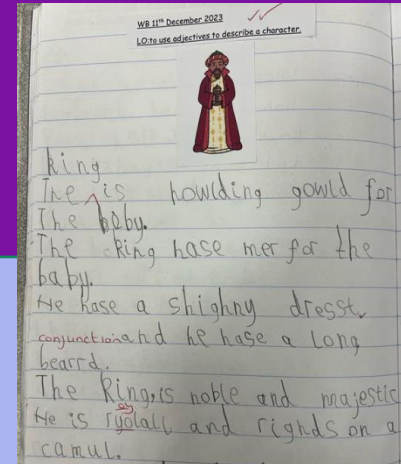
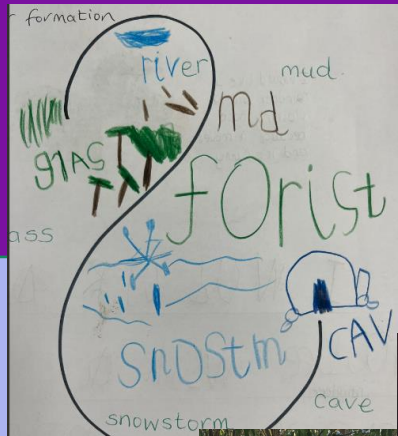
Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.
<p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far; participating in discussions about what is read to them, taking turns and listening to what others say; explaining clearly their understanding of what is read to them.

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Writing</p> <p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; common exception words; days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. <p>As well as:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.

ELG: Demonstrate understanding of what has been read to them by retelling stories and narrative.
ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems

ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.

KS1: Become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.
KS1: Discuss word meaning, linking new meanings to those already known



Across the year in Reception, stories are carefully selected to give children opportunity to retell and experience stories practically (through role play and use of props) as well as master basic vocabulary under the structure of the FANTASTIC lenses. Children are supported to apply story language and newly taught vocab whilst working in CP or during focus activities.

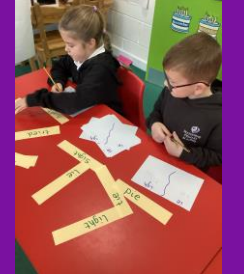
Throughout the Autumn term in Y1, a continuous provision approach is continued. The FANTASTICs provide a clear structure to English lessons with a high focus on vocabulary development. Children practice using the vocabulary within class discussions, focus tasks and through creative tasks within the provision. Scaffolding from adults through questioning, modelling and visual use of FANTASTIC lenses mean children can structure simple sentences which later support their writing.

By the end of the Autumn term in Y1, children have continued to broaden their vocabulary through their experience of books. Through retelling the Nativity story, children are taught ambitious vocabulary and synonyms to use in their retell. Children apply newly learnt vocabulary in their work with a higher expectation to understand and apply vocabulary taught.

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Literacy – Reading

Word Reading ELG:
 Say a sound for each letter in the alphabet and at least 10 digraphs
 Read words consistent with their phonic knowledge by sound-blending
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



Reading

Across the year in Reception, we foster a love of reading. We provide books that engage children through their interests, and see many children choosing to look at books during freeflow independently or with others. Where appropriate we make books for the children to follow an interest and ensure a text 'relevant' environment through our use of labels, instructions and information.

Although we start phonics in Nursery (Foundations in Phonics) we introduce letters and sounds in Reception and this continues through to Year 1. Phonics provision is embedded within provision through developmentally appropriate resources and play opportunities. Guided reading is introduced when children are ready, including using wordless books.

In Y1 we continue to progress through the Little Wandle phonic scheme. In the early Autumn term we consolidate our phase 3 and 4 sounds learnt in EYFS. We then progress to phase 5 and learn the alternative pronunciations. Pseudo words are introduced in preparation for the phonic screen. The children have access to daily phonic activities during their continuous provision.

Our guided reading sessions are planned so the children are matched to their reading ability. We follow the 3 day programme of decoding, prosody and comprehension.

PROVISION – PROGRESSION - PATHWAY

Literacy – Reading

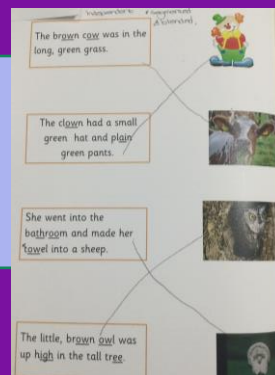
ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab.

- Anticipate – where appropriate – key events in stories. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Year 1: Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Understand both the books they can already read accurately and fluently and those they listen to.

Reading

Across the year in Reception pupils are provided with consistent opportunities to both acquire (through phonics) and apply their knowledge when reading. Phase 2-4 phonics are taught during the reception year. Guided and shared reading sessions are also part of the pupil's weekly reading provision.

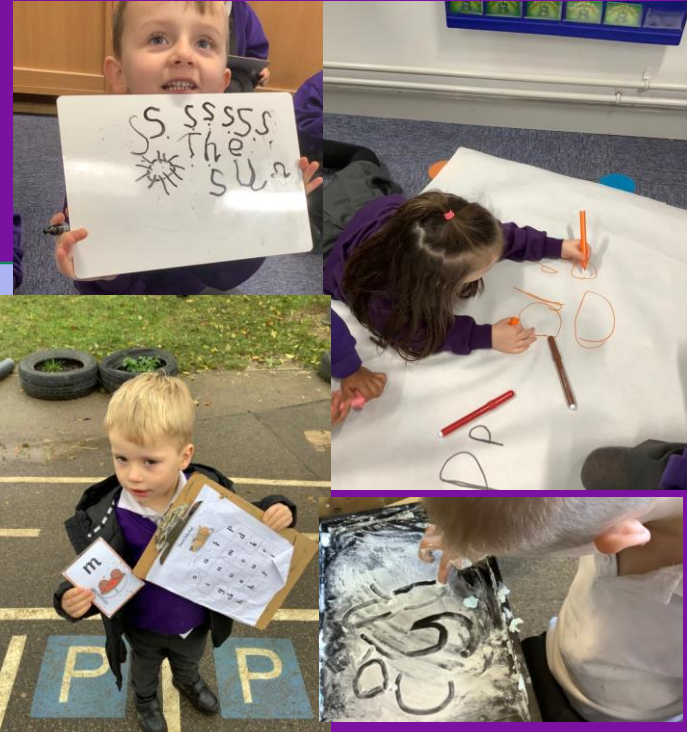
In Y1 following the Little Wandle phonics programme pupils who did not achieve the ELG receive additional 'keep-up' sessions as well as being retaught any Phase 3 GPCs. These targeted pupils also read daily to a class teacher or member of SLT.

In Y1 by spring term, the pupils have closed the gap and are now accessing / reviewing Phase 5 in line with their peers. Daily reading for these pupils continue. They are targeted during phonic lessons, with 'daily keep-up' sessions offered immediately, if required.

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Literacy – Writing

ELG: Write recognisable letters, most of which are correctly formed.
 ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.



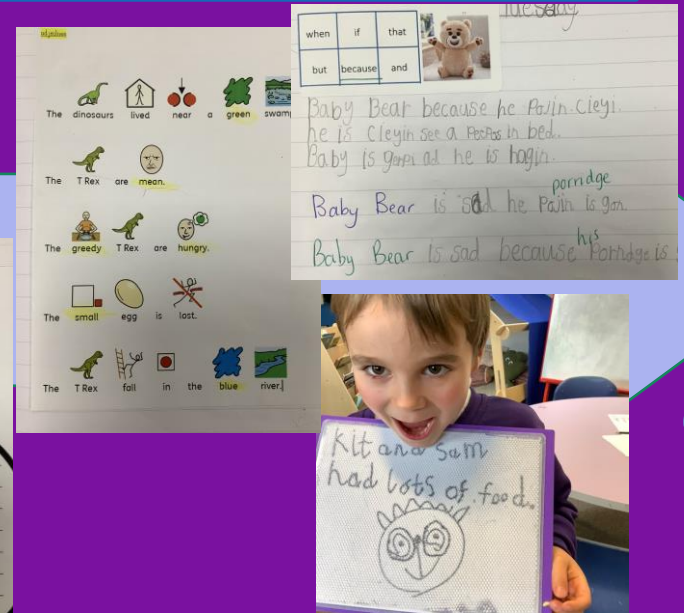
Throughout their year in Reception, the children learn to recognise the phonemes and graphemes. They are provided with stimulus to support them to apply their phonics knowledge to segment when writing. Fine motor control and support to develop letter formation is a priority.

ELG: Write simple phrases and sentences that can be read by others.



In this Y1 autumn term, planning supports a small group of children who are working on segmenting CVC words for writing. They are use a range of resources to support them to become independent in their application of the phonemes; moving on digraphs and trigraphs when ready.

KS1: To spell words containing each of the 40+ phonemes.
 Write from memory simple sentences dictated by the teacher.
 Say out loud what they are going to write about.
 Know how words can combine to make sentences.
 Separate words with spaces.



In this Y1 spring term, children in the small focused group, work on building sentences. They use visuals and colourful semantics to develop their knowledge of the structure of sentences. In their independent writing, the use of writing frames and visuals supports them to independence when writing.

Writing

PROVISION – PROGRESSION – PATHWAY

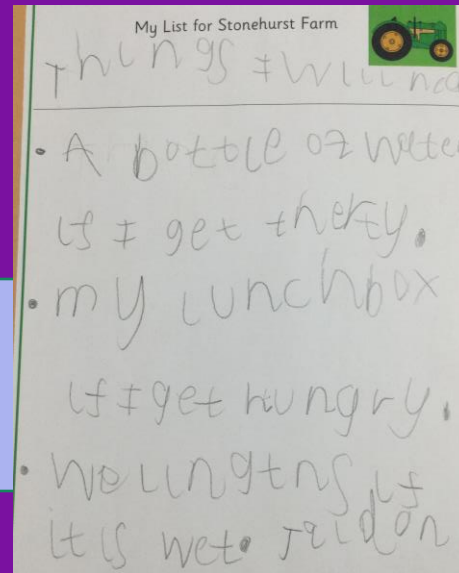
ELG: Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



In Reception pupils' gross and fine motor skills are developed through a range of programmes and classroom-based activities, (Big Moves, Dough Disco, tweezers, scissors, cutlery etc...). Vast opportunities are provided for pupils to both mark-make and write independently. Discrete, adult led writing sessions take place weekly.

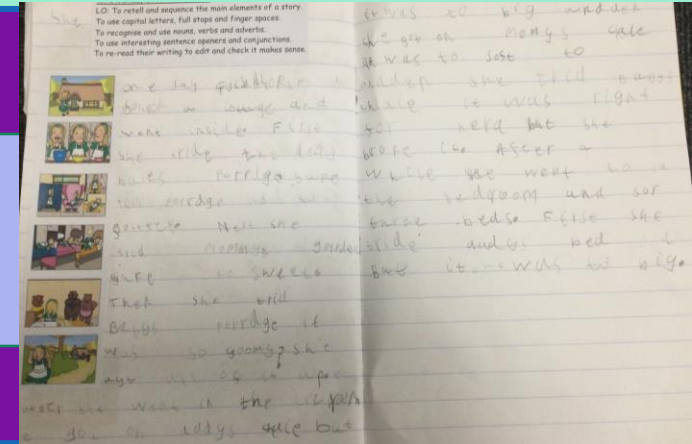
ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.



In Y1 during the Autumn Term pupils identified as not achieving the ELG are provided with additional support during literacy sessions. Punctuation visuals used in the EYFS continue in Yr1 and pupils are encouraged to orally rehearse their sentences before writing is attempted. Handwriting patterns covered in F2 are revisited by these pupils daily.

Year 1: Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

- Spell words using letter names to distinguish between alternative spellings of the same sound.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters



In Y1 pupils now build on their prior learning and can write a series of sentences punctuated correctly with capital letters and full-stops. These sentences contain nouns, verbs and adjectives. Pupils will have explored the use of exclamation and question marks. Twice daily handwriting sessions continue following the Write Well scheme, focusing on pre-joining formation.

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Literacy – Reading ELG

ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.



ELG: Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Little Wandle Phonics
Poetry Basket
Reading River

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word



Reading

In Reception across the provision areas we provide a reading rich diet in which children develop a love of books and desire to read for pleasure. We follow the Little Wandle Scheme in order to teach phonics systematically but alongside this child visit high quality texts daily in different sessions and for different purposes.

In Y1 the children revisit the previous half term as per Little Wandle. They have 2x phonics lessons every day with daily keep up and interventions . 3x weekly reads. Puppets, magnetic letters, tricky words and 'teacher packs' of cards are added to the provision for the children to use. Daily story time with a focus on books that consolidate previous knowledge and experience.

In Y1 in the Spring Term continues with 2x daily sessions. 3x weekly reads. For the children who are on track with the scheme, they 'skill and drill' the previous session and work on any areas that the assessments highlighted. The children start to make links with other stories.

PROVISION – PROGRESSION – PATHWAY

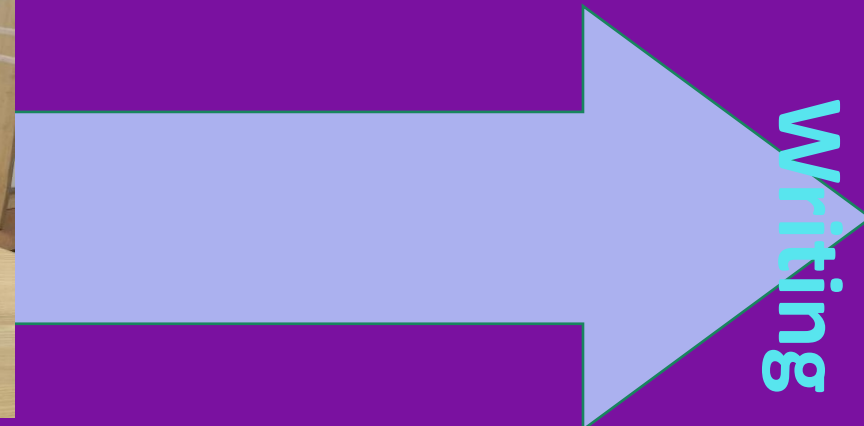
EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

ELGS- Write recognisable letters, most of which are correctly formed;

ELGs - Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others

-Use phonics to write labels, lists and captions
Character description
-Adjectives
-Exclamation Sentence

Literacy - Writing



Across the year in Reception the children have numerous opportunities to explore and develop their fine and gross motor in order to build their pencil grip and control. Once children have achieved this we then focus on the formation of letters using the Little Wandle formation phrases within provision.

Writing and mark making is a focus within the provision areas. The children start to independently apply the phonics sounds and have opportunities to label the provision, make cards, write using different mediums and paper. A photo stimulus is used for a daily sentence. In addition to this the children have 'busy fingers', daily handwriting and a writing input.

We continue with the daily sentence but start to add more of the grammar and word class aspects. The children become familiar with the 'build up' within the genre. We have a weekly writing challenge with a focus on the previous input/focus.

Paperclips, staplers, lined paper, treasury tags are added to the provision to assist with the making of (and encourage) the children to make their own books.

PROVISION – PROGRESSION - PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Writing ELG:

Write recognisable letters, most of which are correctly formed
 Spell words by identifying sounds in them and representing the sounds with a letter or letters
 Write simple phrases and sentences that can be read by others

Writing ELG:

Write recognisable letters, most of which are correctly formed
 Spell words by identifying sounds in them and representing the sounds with a letter or letters
 Write simple phrases and sentences that can be read by others

Write sentences by saying out loud what they are going to write about.
 Recognise sentence boundaries in spoken sentences

Literacy - Writing

Writing



In Reception, we provide extensive opportunities to develop both gross and fine motor skills. Our outdoor environment is key to this. Children move large objects through play, they develop balance and coordination through a variety of movements and use of equipment. Appropriate mark making resources are located both inside and out. This is key to developing the ability to write.

In Reception, Children learn about composition through private story writing, with a grown up acting as a scribe and through recreating stories shared with them. They learn to segment to spell and develop letter formation through focused practical tasks with adult support. But again it is through provision, that children practise and refine their skills in a playful way as we try to promote writing as a playful, fun pursuit.

In year 1 we use a range of high-quality texts, linked to our wider curriculum to support us with our writing. We use the FANTASTICS to gather exciting and ambitious vocabulary. We then respond to live marking, using our purple polishing pens. We follow the teach handwriting scheme to consolidate our letter formation providing opportunities within continuous provision to embed this further.

PROVISION – PROGRESSION – PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Literacy - Writing

ELG: Write recognisable letters, most of which are correctly formed.

ELG: Spell words by identifying sounds in them and representing the sounds with letter or letters

ELG: Write simple phrases and sentences that can be read by others.

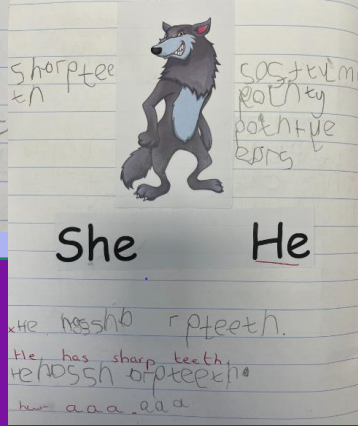
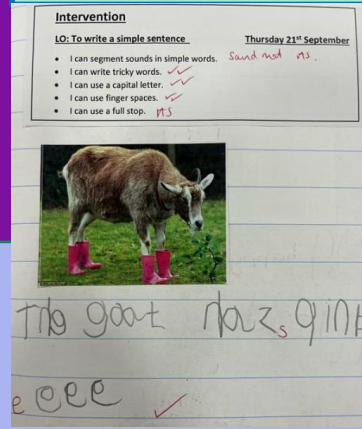
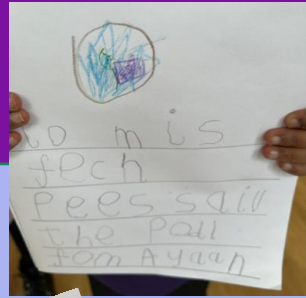
ELG: Write recognisable letters, most of which are correctly formed.

ELG: Spell words by identifying sounds in them and representing the sounds with letter or letters

ELG: Write simple phrases and sentences that can be read by others.

KS1: Join words and clauses using 'and'

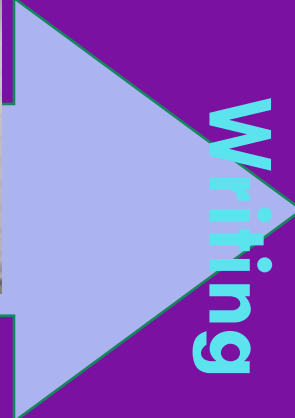
KS1: Sequence sentences to form short narratives.



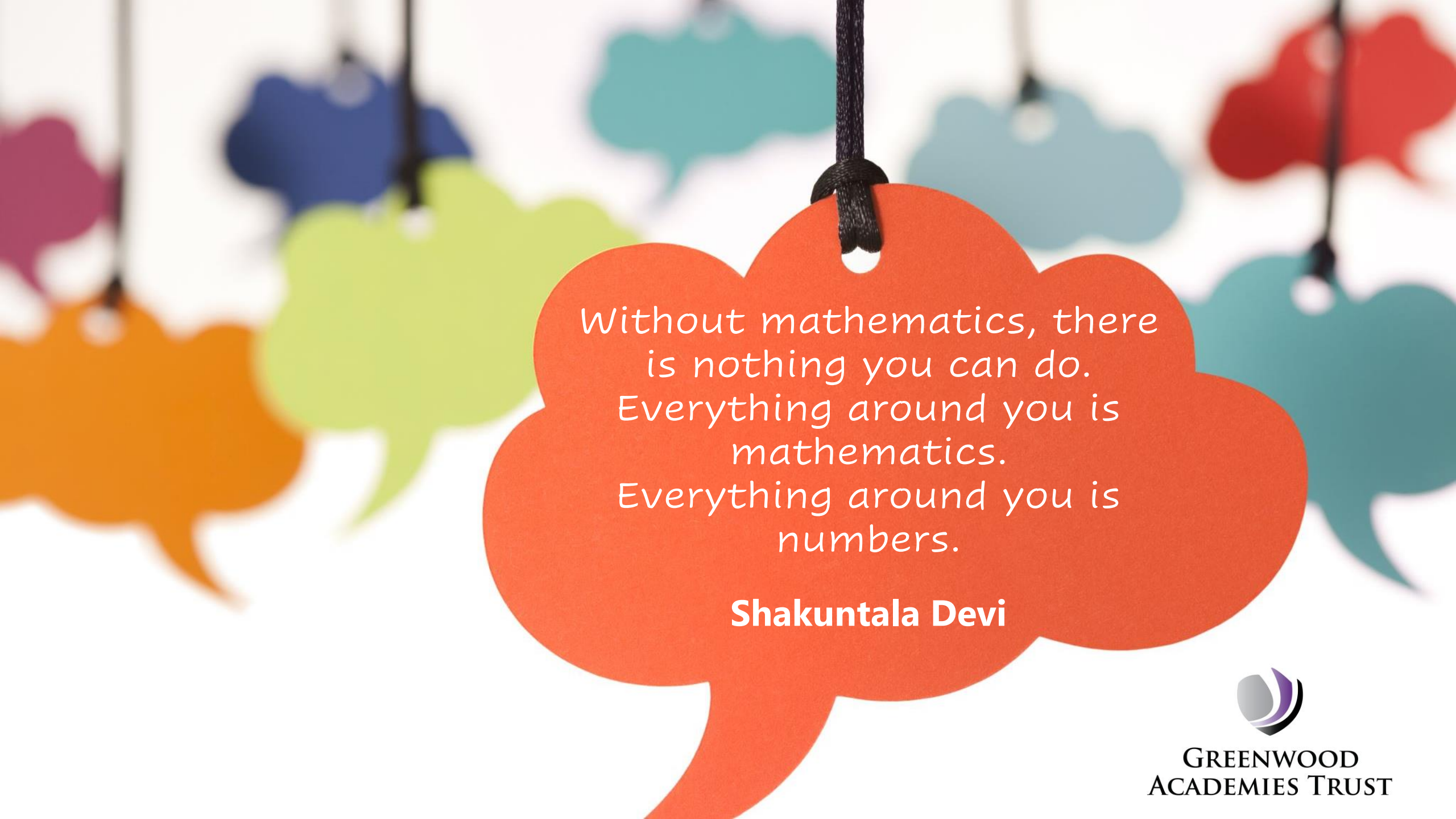
Throughout Reception, children are taught to apply their phonics knowledge to their writing in daily phonics sessions and 'Talk and Write' inputs. Practitioners model and scaffold interest led writing in all areas of continuous provision (indoors and outdoors) in order for children to practice writing for a range of purposes. During the summer term, children were motivated to write letters and signs to support their mission to save the school pond. Children are keen to write signs and labels for their large construction outside.

Throughout the Autumn term in Y1, a similar structure continues whereby teachers deliver high quality daily phonics and English inputs which focus on the application of phonics, simple sentence structure and the application of new vocabulary taught through the FANTASTICs. Children who have not met the ELG are also involved in phonic keep up groups as well as regular intervention groups linked to the application of phonics.

As children move through Y1, children develop confidence in their application of phonics, begin to use a simple conjunction in a sentence, as well as ambitious vocabulary taught and scaffolded through the use of the FANTASTICs. At the end of the Autumn term, children are scaffolded by visuals and word mats to structure their narratives linked to the Nativity to begin to write at length.



PROVISION – PROGRESSION – PATHWAY



Without mathematics, there
is nothing you can do.
Everything around you is
mathematics.
Everything around you is
numbers.

Shakuntala Devi



**GREENWOOD
ACADEMIES TRUST**

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<p>Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Count objects, actions and sounds. Count beyond ten. Link the number symbol (numeral) with its cardinal number value. Subitise (recognising quantities without counting) up to 5. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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.
<p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides' 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns - around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Mathematics

Progression from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

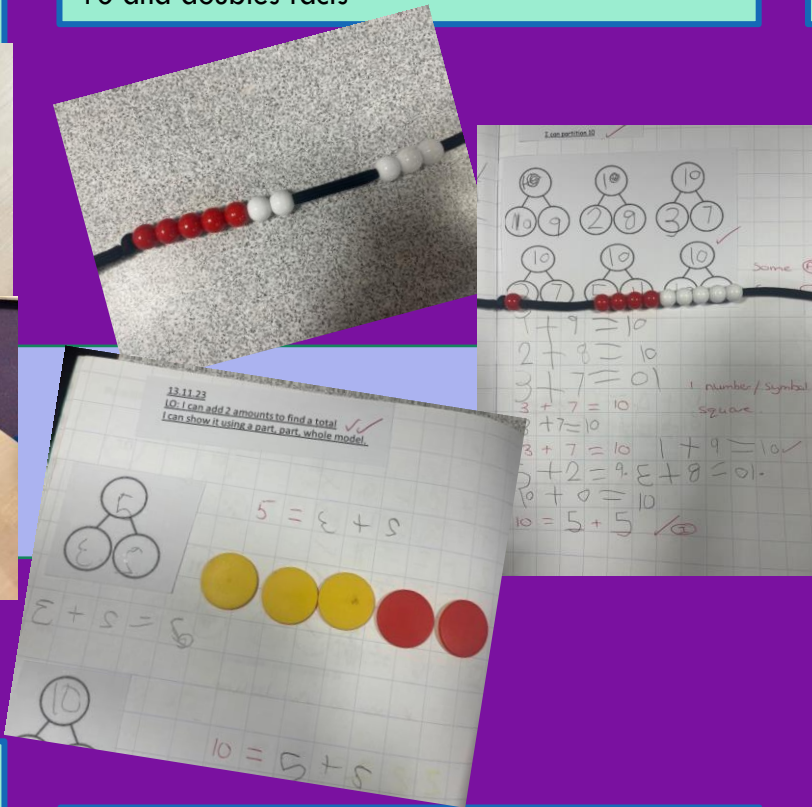
Maths – Number

ELG: Have a deep understanding of number to 10, including the composition of each number
ELG: Subitise to 5
ELG: Automatically recall number bonds to 5, 10 and doubles facts



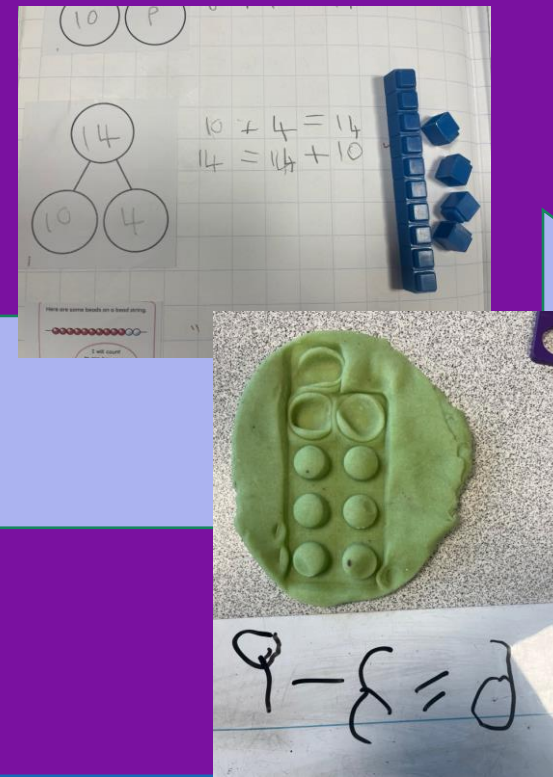
In Reception children are taught to use a range of manipulatives to demonstrate their knowledge of numbers to 10. Five and ten frames offer a scaffold for understanding bonds to 5 and 10- larger versions of these are also part of our CP outside. Numicon tiles and pegs support children's understanding of number value, subitising and number bonds. Teachers use natural resources of the same colour and size to reduce cognitive overload when subitising. Dominos offer a good introduction to the concepts of doubles.

ELG: Have a deep understanding of number to 10, including composition of number.
ELG: Automatically recall number bonds to 5, 10 and doubles facts



In Y1 during the Autumn term, maths is delivered to the whole class, then children practice the skills taught during CP or work within an adult focus group to complete a linked task. A range of new manipulatives are used to scaffold understanding of these concepts. There is a higher expectation to record their mathematical thinking.

KS1: Represent and use number bonds and related subtraction facts within 20
KS1: Add and subtract one digit and two-digit numbers



By the end of the Autumn term, children are working in larger focus groups demonstrating their understanding of number by using more sophisticated resources. They are becoming more fluent in their knowledge of number bonds and able to use manipulatives and pictorial representations to support their understanding.

Mathematics

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Maths - Number

Mathematics

ELG: Have a deep understanding of number to 10, including the composition of each number;

ELG

- Subitise (recognise quantities without counting) up to 5
- 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

-Pupils combine two or more parts to make a whole
-Pupils explain that addends can be represented in any order. This is called the commutative law
-Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1)
Pupils partition a whole into two parts and express this with a subtraction equation



In Reception during mastery at number sessions, children consolidate their number knowledge and begin to apply this to everyday life. Children are given the opportunity to discuss and challenge concepts through application and daily active sessions using concrete apparatus.

The first 5 weeks of the Autumn Term consolidates the ELG in each session. The children also continue to have daily mastering number sessions. Further work is done on counting to 20 and order the numbers before we drill down to place value.

In the Spring Term the children will continue to have daily maths lessons (both NCETM and Mastering Number). The children have a maths based challenge on their bingo card and are encouraged to apply their learning during exploration time. Reasoning becomes more of a focus too. This is requiring lots of modelling as the children's language is limited.

PROVISION – PROGRESSION – PATHWAY

Maths – Number

ELG: Have a deep understanding of number to 10, including the composition of each number.
 ELG: Subitise (recognise quantities without counting) up to 5.

ELG: 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.

KS1: To say 1 more and one less.
 To identify and represent numbers using objects and pictorial representations including the number line and the use of: equal to, more than, less than (fewer, most and least).



In Reception the Mastering Number approach is used, where small steps of learning ensure that children develop their understanding of the composition of numbers to 10. They explore using a variety of materials (linked to BBC Number Blocks) to identify numbers within numbers.



During the autumn term, Y1 children continue to work with concrete resources to support them to develop and demonstrate their understanding of number. The Mastering Number approach develops their understanding of numbers within numbers.



In this Y1 spring term, pupils continue to apply their knowledge of the composition of numbers to help them to understand number to 20. They explore representing numbers through a variety of resources.

Mathematics

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

ELG : Verbally count beyond 20, recognising the pattern of the counting system;

ELG

• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27 • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- Counting to 100
- Understanding '6 and a bit'
- Using numbers to compare quantities

Maths –
Number Patterns



In Reception children are encouraged to take on number pattern challenges throughout the week. This will be introduced with a model from the teacher and then lead to discussion and exploration with children encouraged to use mathematical language to challenge peers and address misconceptions.



We spend time with the children in the provision making sense of number and count throughout the day. We incorporate counting and pattern into everything that we do including the amount of children in areas. The first 5 weeks are spent revisiting and applying knowledge from the ELG.



Daily maths lessons and provision challenges will increase with a heavier focus on the reasoning and application of the number basics.

Mathematics

PROVISION – PROGRESSION – PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Maths – Number

Mathematics

Number ELG:
 Have a deep understanding of number to 10, including the composition of each number
 Subitise up to 5
 Automatically recall number bonds up to 5 and some number bonds to 10, including double facts

Automatically recall number bonds up to 5 and some number bonds to 10, including double facts
 Count in multiples of twos, fives and tens. Also, be able to read, write and count numbers up to 100 in numerals

Count in multiples of twos, fives and tens. Also, be able to read, write and count numbers up to 100 in numerals. Use objects and pictorial representations, such as a number line, to identify and represent numbers. Be able to use terms such as equal to, less than, more than, least, most.



I found three more.

I got six shells.

It fits seven squirts.

In Reception, numbers are in everything we do on a day-to-day basis, forming a part of routines such as self-register, team points organising resources, but also through play such as counting out bowls and cups, matching the correct number of objects to shadows when tidying and finding how many glue lids are missing!

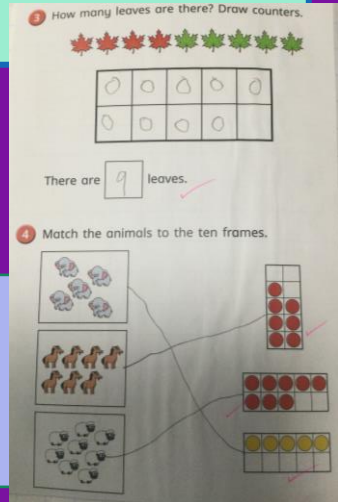
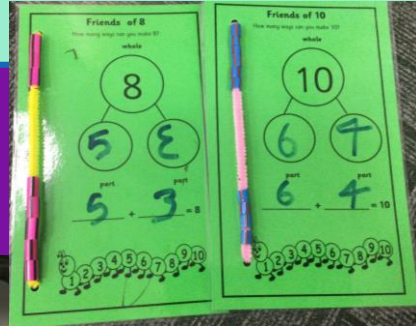
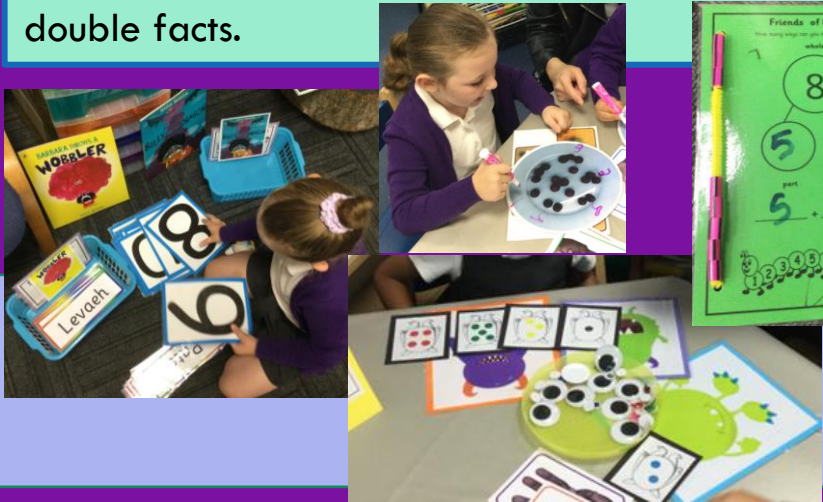
Children also enjoy accessing number-based games and provocations introduced to them through adult led maths sessions such as mastering number. These can be simple games, songs or even the famous rekenreks! Children become experts in those smaller numbers using excellent subitising skills and will easily tell you how many they have or how many more they need.

We follow the Power maths scheme where we begin by consolidating our early number work. We follow a structure of thinking together, practice and reflect enabling the children to make strong connections of number. This is done in a range of practical ways.

PROVISION – PROGRESSION – PATHWAY

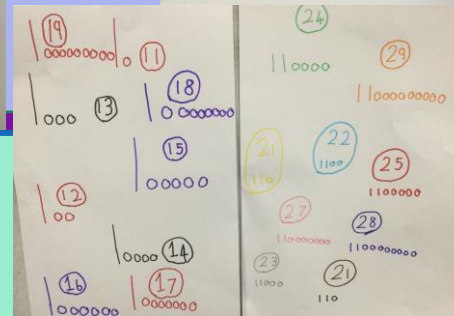
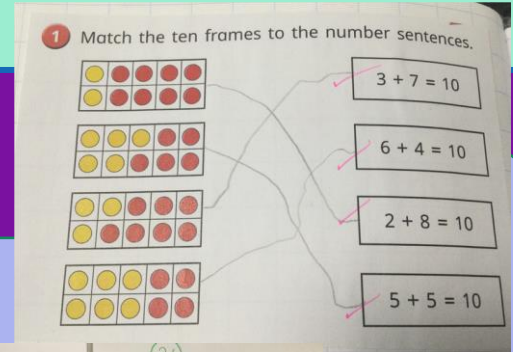
ELG: Have a deep understanding of numbers to 10, including the composition of each number.

- Subitise (recognise quantities without counting) up to 5.
- 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.



Year 1: Count in multiples of twos, fives and tens.

- Read and write numbers from 1 to 20 in numerals and words.
- Represent and use number bonds and related subtraction facts within 20.



In Reception opportunities to explore and apply number skills are present throughout the provision, indoor and out. As well as a dedicated number area, games to promote subitising and self-registration/reward charts containing 10 frames are available. Mastering Number sessions are taught 4 times a week with an additional booster session.

In Y1 pupils identified as needing further development to achieve this ELG are provided with differentiated activities throughout the autumn term. They also take part in daily pre-teach sessions with an adult and continue to receive Mastering Number sessions 4 times a week.

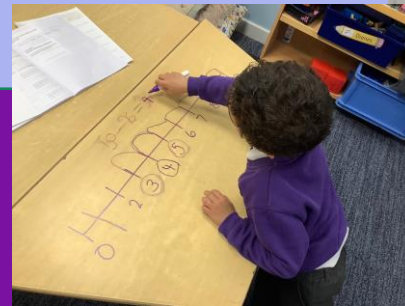
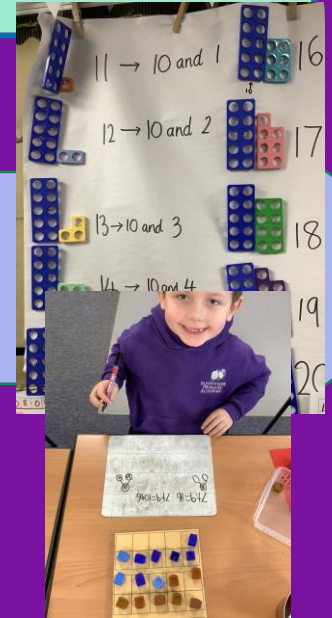
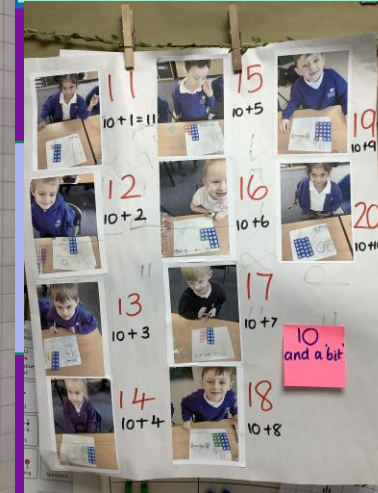
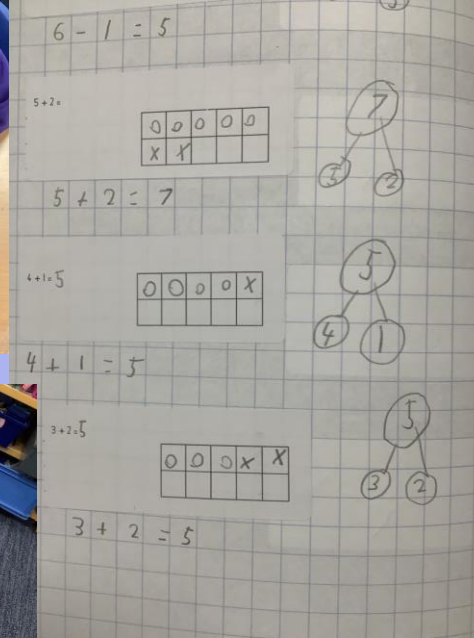
By the spring term in Year 1 pupils are now able to access the year 1 maths curriculum and can apply their skills independently.

Maths – Number Patterns

ELG: Verbally count beyond 20, recognising the pattern of the counting system.
 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

KS1: To identify and represent numbers using objects and pictorial representations including the number line and the use of: equal to, more than, less than (fewer, most and least.)
 To represent and use number bonds and related number facts within 20
 To add and subtract one-digit and two-digit numbers within 20.



In Reception building on from the work understanding numbers to 10, children explore applying this to numbers beyond 20. Through play and meaningful tasks such as sharing objects they learn to compare quantities. In play, adults support children to develop their mathematical awareness and language.

In this Y1 Autumn term, the group of identified INT children continue to explore how they can identify and represent numbers through using resources and pictorial methods. They add and subtract using pictorial representations to develop and demonstrate understanding.

In this Y1 Spring term, pupils move on to numbers greater than 10 and apply their knowledge of wholes and parts and the composition of numbers to ten. They are continuing to work practically and pictorially to aid understanding and make links from previous learning.

Mathematics

ELG: Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

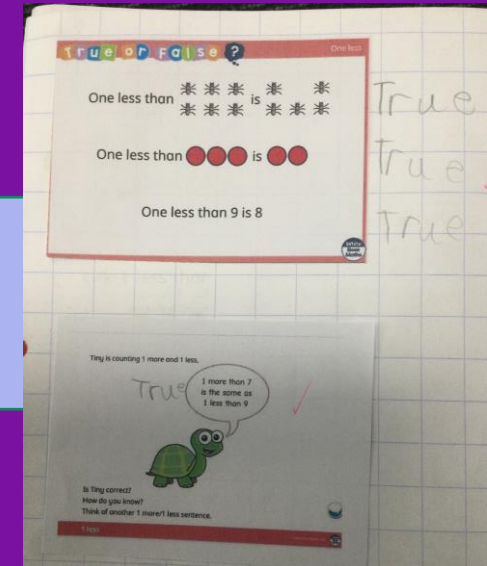
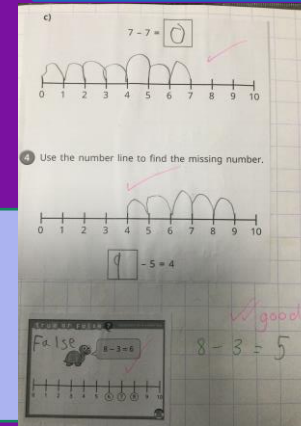


In Reception a 'Number of the week' is given a discrete focus as well as small group number sessions focusing on number recognition, cardinality and ordering. Baking and snack times are regularly used as a real-life opportunities to encourage sharing & problem solving.

In Y1 pupils identified as needing further development to achieve this ELG are provided with the same concrete resources equipment and representations used in EYFS e.g. Numicon, part-whole & number tracks. Pupils are expected to show their working out practically and discuss their ideas using key vocabulary.

Year 1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

- Given a number, identify one more & one less
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations & arrays.



In Y1 pupils continue to build upon the skills they have acquired in EYFS progressing to numberlines and pictorial representations to solve simple, word-problems. They are encouraged to use their newly acquired maths vocabulary when explaining their reasoning.

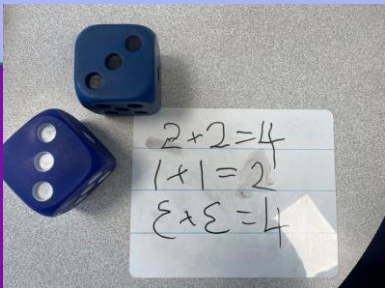
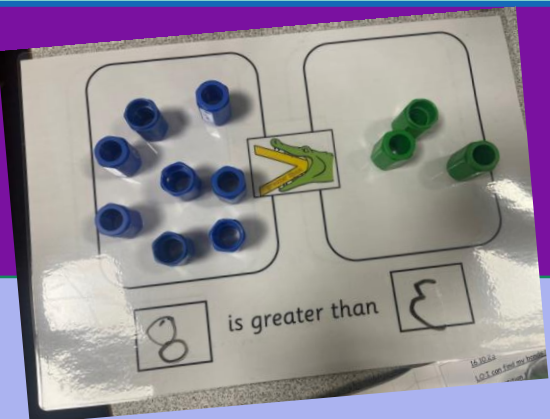
Maths – Number Patterns

ELG: Compare quantities up to 10 in different context- greater then, less then, equal to.
ELG: Explore and represent patterns within numbers up to 10, including even and odds, double acts and how quantities can be distributed.

ELG: Compare quantities up to 10 in different context- greater then, less then, equal to.
ELG: Explore and represent patterns within numbers up to 10, including even and odds, double acts and how quantities can be distributed.

KS1: Given a number, identify one more or one less
KS1: Identify and represent numbers using objects and pictorial representation including the number line and use of language.

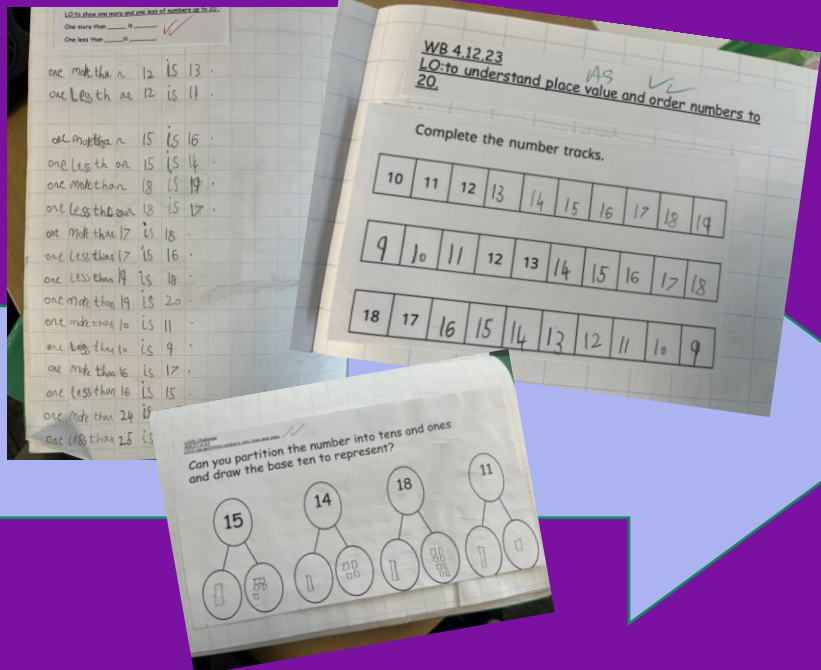
Mathematics



In Reception children are taught to compare quantities of a range of objects during a focus teacher input and then are encouraged to apply the knowledge and language to play situations indoors and outdoors. Children explore the value and patterns of numbers to 10 by ordering numicon and looking at the shape to determine odds and evens.

In Y1 during the Autumn term, children are retaught the concepts of greater, less and equal to. They apply this understanding during their CP where adults will intervene to address misconceptions or challenge thinking. Children consolidate their knowledge of doubles and are able to recognise and record double facts.

By the end of the Autumn term, children have mastered their knowledge of more and less than and are able to say and record the numbers fluently without the use of manipulatives. Children become confident placing numbers on a number line and can represent the value of numbers using numicon and base 10.



Maths – Number Patterns

Numerical Patterns ELG:
 Verbally count beyond 20, recognising pattern of the counting system
 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- read and write numbers from 1 to 20 in numerals and words



I'm in the lead!



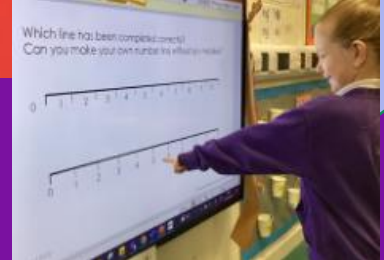
You got two more than me now.



Definitely, more than twenty now. Look... 1..2..3...



There's one more. Now there are five!

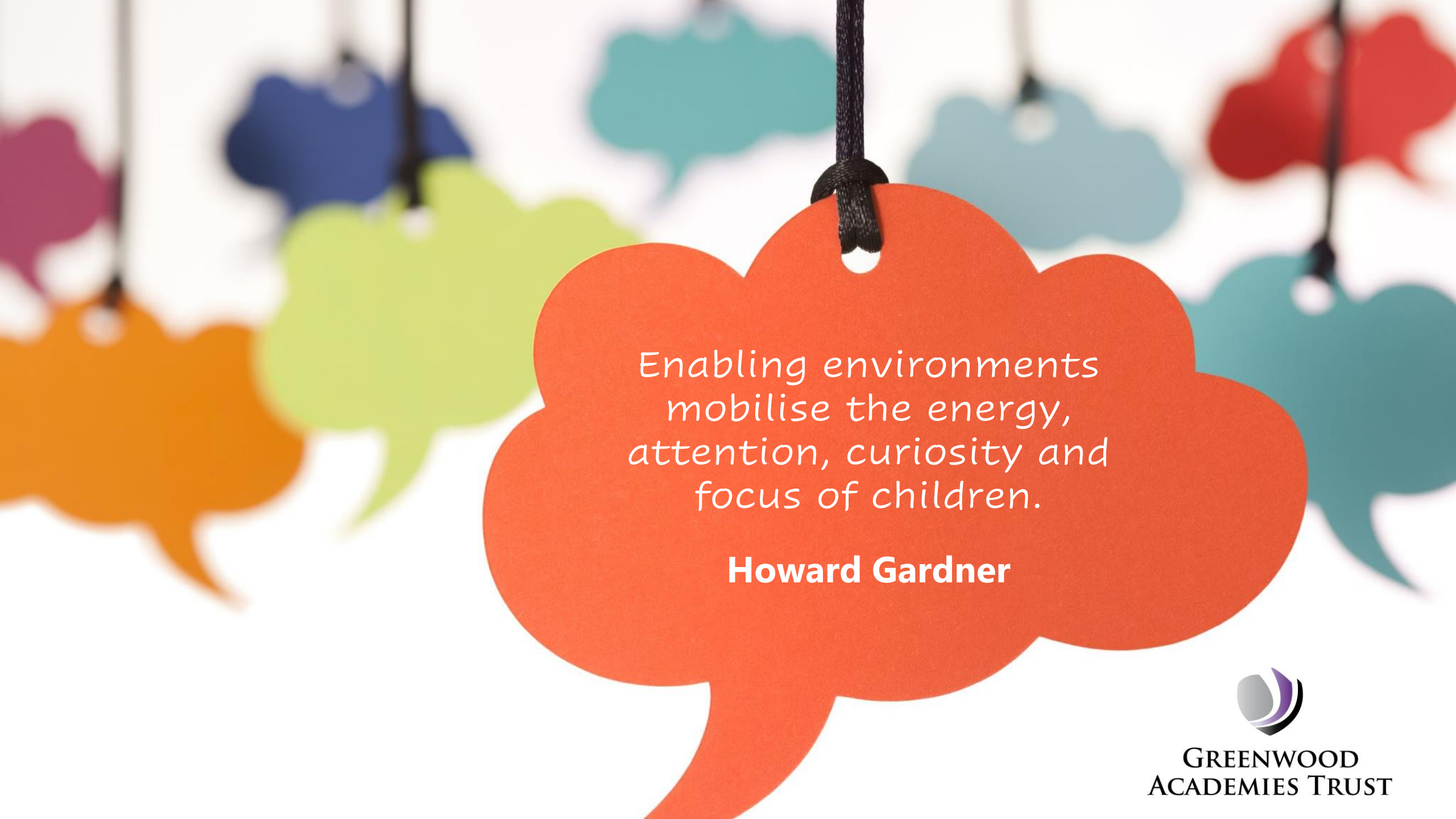


In Reception this another area that is embedded within everyday life. Children use counting and comparison on a daily basis through play and our procedures. We build on children's early fascinations with familiar numbers and the numbers and patterns found within nature and our environment.

Throughout the year, we develop and consolidate the children's understanding of the number system through mastering number sessions and again provide opportunities through provision to further explore this. We think aloud as mathematicians, with children providing us the answers... "I see red team have blank spaces on their tens frame. I wonder what score they have?"

Our Maths mastery sessions incorporate lots of number patterns that are revisited regularly in different forms of manipulatives. We use a range of stem sentences that the children become familiar with to support them in their understanding – "5 needs 4 to make 9" Children are encouraged to explain their answers and explain why and how they know.

Mathematics



*Enabling environments
mobilise the energy,
attention, curiosity and
focus of children.*

Howard Gardner

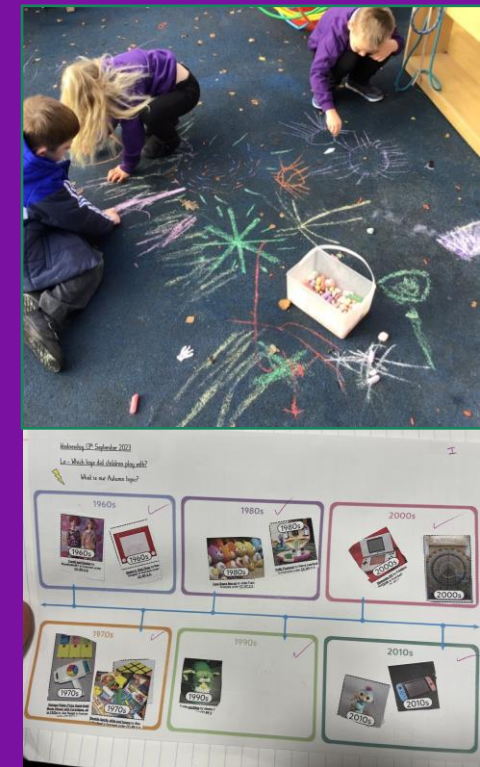


**GREENWOOD
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History

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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 extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication			Speaking <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <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.



History

Progression from Reception to Year 1

Relevant Early Learning Goals	Y1 National Curriculum Objective
<p data-bbox="224 334 723 358">Understanding the World: Past and Present</p> <ul data-bbox="122 401 817 625" 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 data-bbox="1421 334 1513 358">History</p> <p data-bbox="889 401 2066 591">Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p data-bbox="889 634 1243 658">Pupils should be taught about -</p> <ul data-bbox="889 668 2084 991" style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) • Significant historical events, people, places in their own locality

Geography

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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 extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. 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. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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"> 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.
Maths	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 		



Geography

Progression from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Human and Physical Knowledge • 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. • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ○ Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Science

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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 extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> 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. 	The Natural World <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.
C & L	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts. 	Listening Attention & Understanding <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding.
PSED	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian 	PSED - Managing Self <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Science

Progression from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: 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>Working Scientifically</p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Change</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

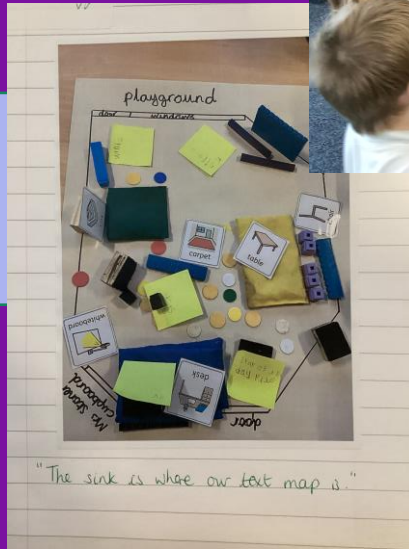
Understanding the World

Understand that some places are special to members of their community
ELG – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



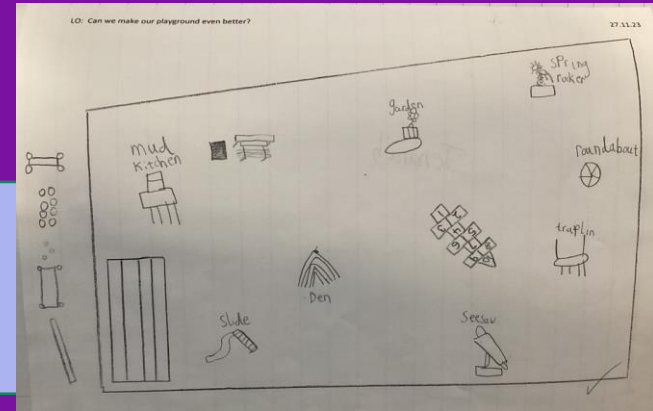
During the Autumn term the Reception children learn about where they go to school and the environment around the school. The children loved pointing out the location of the school and the local wood on the giant map.

ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



In Autumn Term continuous provision, children study aerial views of the school and made representations of their classroom. They used observational skills to describe the position of furniture in the classroom.

To know that a map is a picture of a place, usually drawn from above.
To know that symbols are often used on maps to represent features.
To know simple directional language



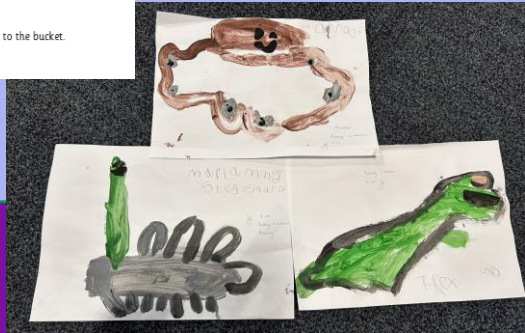
During Year 1 children complete fieldwork by visiting the playground to discuss likes and dislikes, collating their findings and deciding on how they would like to improve the playground features they surveyed.

Geography

Understanding the World

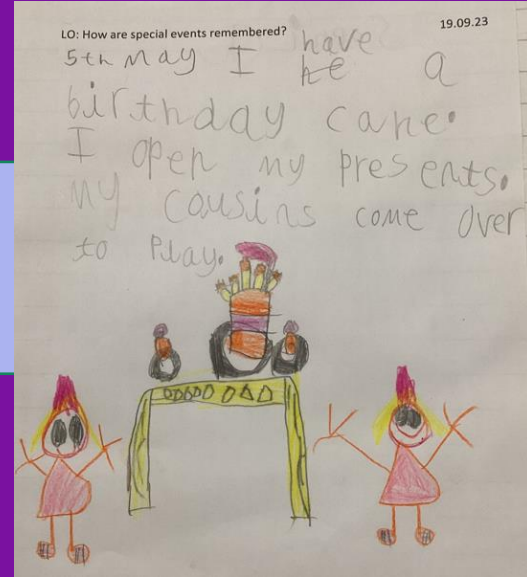
ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

Once upon a time Harry found a box of dinosaurs. Harry took the dinosaurs downstairs.
 "Dinosaurs don't like boxes. They want to be in a bucket."
 The next day Harry went to the library. He took the dinosaurs in the bucket.
 "You are triceratops and you are stegosaurus."
 "Thank you," said the dinosaurs.
 After that, the dinosaurs went everywhere in the Harry's bucket.
 One day Harry went on a train with Nan. He was so excited he forgot all about the bucket.
 Harry watched the DVD with Sam, it was nice but not like with the dinosaurs.
 Later, Nan took Harry back to the train station to see the lost property man.
 "Dinosaurs? Yes, we found some."
 Harry closed his eyes and called the dinosaurs names.
 When he opened his eyes, they were standing on the counter next to the bucket.
 The end.



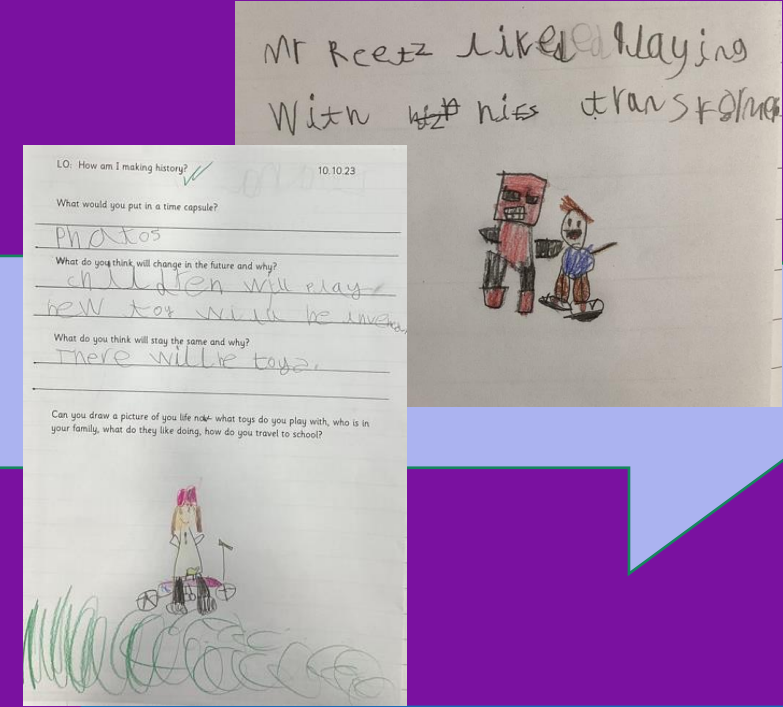
In Reception Talk for Writing the children learnt a story about dinosaurs. They have learnt key facts and vocabulary about dinosaurs in their wider curriculum lessons, e.g. dinosaurs are extinct. In continuous provision the children painted dinosaurs, thinking. This learning was extended to explore other prehistoric animals, fossils and cave paintings from long ago.

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.



In continuous provision in the Autumn Term children have thought about how special events are remembered and record some of the ways they celebrate them.

Develop an awareness of the past, using common words and phrases relating to the passing of time.
Be taught about changes within living memory.



During Year 1 children interview staff and family members to find out what life was like for them when they were a child, comparing similarities and differences to life for children today to say how things have changed. They extend this to thinking about how life might change in the future, recording what they would put in a time capsule.

History

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Understanding the World

ELG - Explore the natural world around them, making observations.



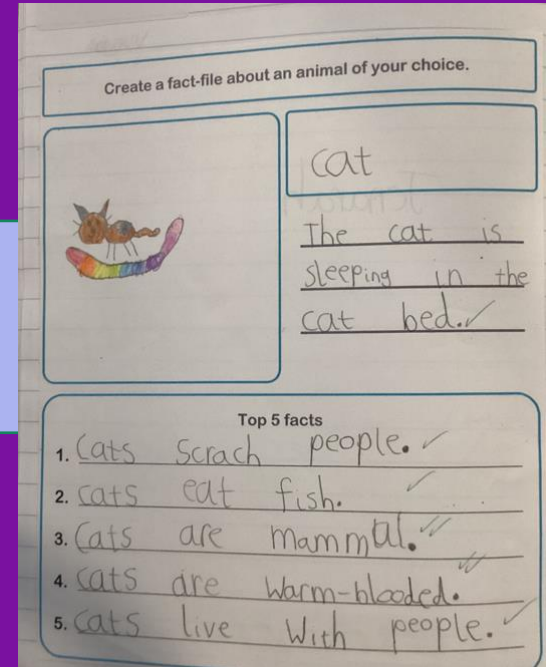
In the Autumn term in Reception the children learnt about Autumn and Winter. The children went on walks around the school, looking carefully at the signs for Autumn and Winter and how the seasons change. The children learnt about woodland habitats and which animals live there. The children drew various woodland animals and used their printing skills to create the 3 owls from their Talk for Writing text Owl Babies.

ELG - Explore the natural world around them, making observations.
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



In continuous provision in the Autumn Term children make observations of themselves. They explore their senses, comparing sounds they hear and their sense of touch, including finding the warmest or coldest object they can.

Identify and name a variety of common animals.
Describe and compare the structure of a variety of common animals.



During Year 1 children develop their understanding of other animals, categorising them by their features and learning what they eat. They produce an animal fact file including scientific vocabulary.

Science

PROVISION – PROGRESSION – PATHWAY

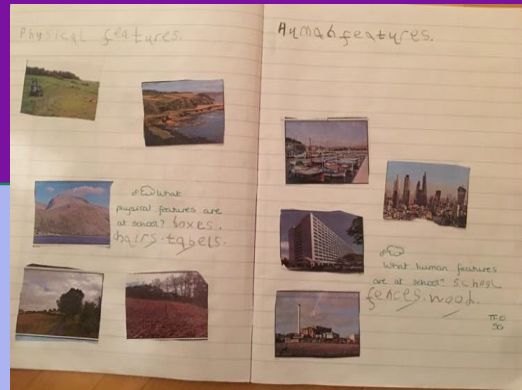
Understanding the World

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps

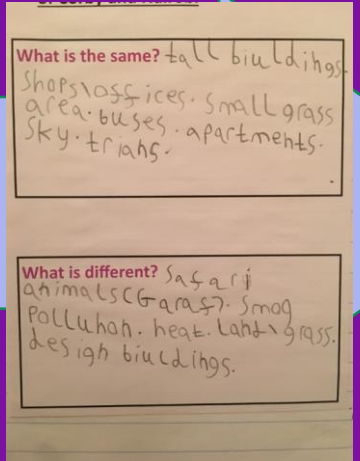
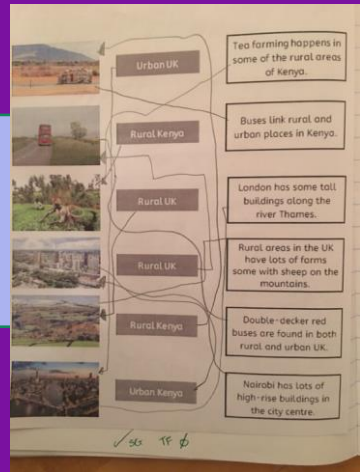
ELG: Know some similarities and differences between the natural world around them and contrasting environments.

ELG: Know some similarities and differences between the natural world around them and contrasting environments

KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.



Some of the children in Yr1 needed support to gain a better understanding of the natural world around them and that of contrasting environments. The children were involved in different activities to further scaffold their understanding of contrasting environments, in readiness to be able to compare the urban area of Corby and Nairobi



In Reception the children are learning about Africa the children make observations of their own local and school environment. They then look at photos, pictures and videos of Africa to compare both environments.

Using prior knowledge and understanding the Yr1 children went on to recognise both human and physical differences of rural and urban UK and those rural and urban of Kenya.

Geography

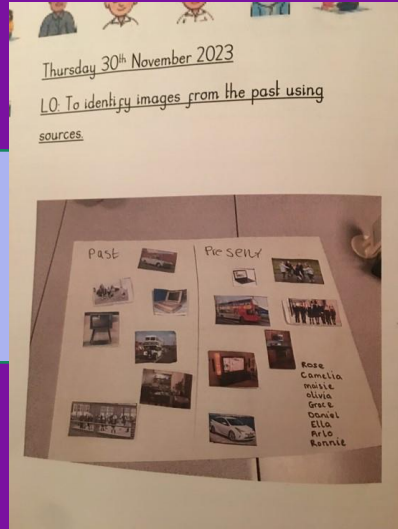
Understanding the World

Begin to make sense of their own life-story and family's history
ELG: Talk about the lives of the people around them and their roles in society.



When the children first come into Reception, we want to understand and find out about their families. We discuss where they are in the family, talk about siblings, parents and grandparents.

ELG: Talk about the lives of the people around them and their roles in society.



To support children in Y1 to have a greater understanding of 'History' we talk about the past, focusing on their own family history. To encourage a greater understanding the children look at things from the past and compare them with things from the present.

Yr1: Significant events people, places in their own locality.



The Y1 children were asked to think about their families to create a simple family tree. The next lesson the children were encouraged to develop an awareness of the past by asking questions to different generations of people. (that being the TAs within the class)

History

Understanding the World

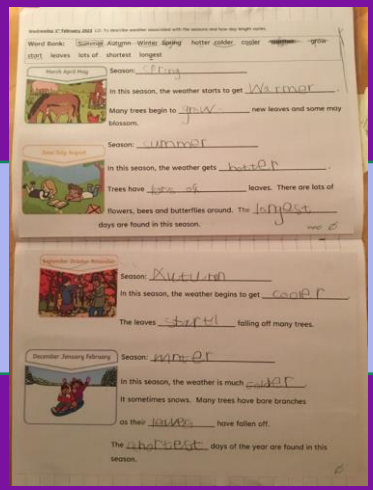
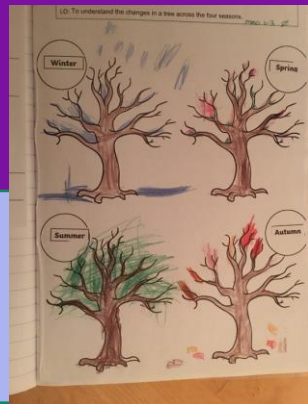
ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants

ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: Understand some important processes and change in the natural world around them, including the seasons and changing states of matter.

KS1: Observe changes across the four seasons.

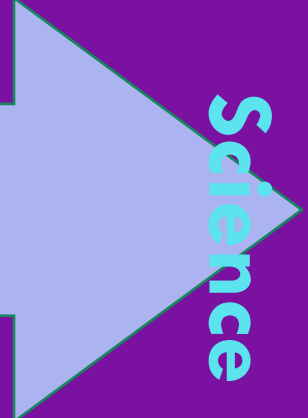
Observe and describe weather associated with the seasons and how the day length varies.



Throughout the Reception year the children are made aware of the changing seasons and the impact it has on their world around them. The children are encouraged to think how the seasons differ. We start with a discussion about the seasons, how we can keep warm and cool, look at different examples of clothes and carry out a sorting activity.

In Y1 before starting a new topic in science, the children are assessed on their prior learning by way of a group discussion. In readiness for the new topic, activities are carried out. Activities and information given reflect what was taught during their reception year to support securing the ELG.

In Y1 the children observe the changing of the seasons in greater depth, making closer observations of plants and the environment and how the days become longer in the summer and shorter in the winter.

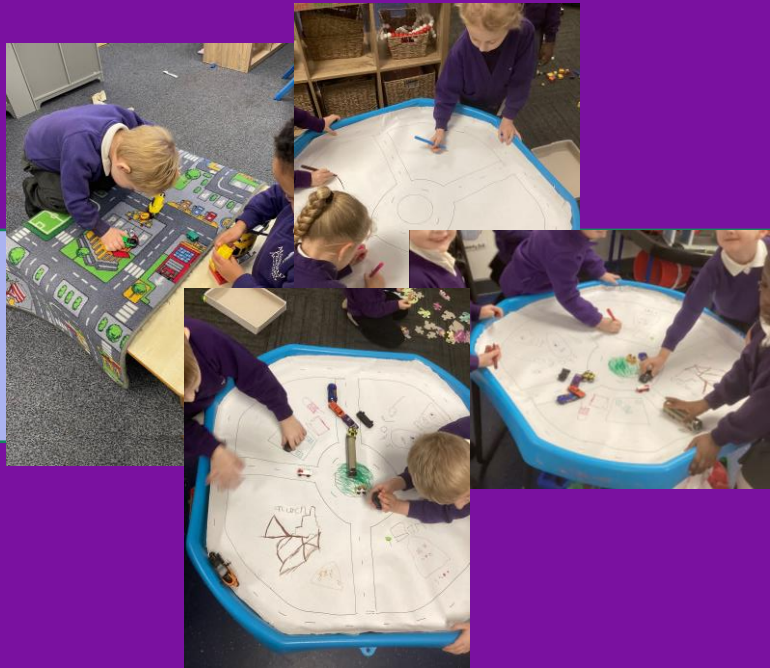


Understanding the World

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
ELG: Draw information from a simple map.

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

KS1: Use simple compass directions and locational and directional language to describe the location of features and routes on a map.



Throughout Reception, pupils learn about maps, locating different objects/landmarks and speaking about what they can see and places that are special to them. Children then create their own maps to show what they have learnt.

Children who needed more support with the ELG in Y1 went on a walk around the local area to see what they could describe from their observations. They were also given a map-based activity where they had to identify local landmarks from the surrounding area.

To build on their previous learning, Year 1 then used the beebots to locate local landmarks on a map that we created and then used directional language to direct their partner and the beebot to specific locations.

Geography

Understanding the World

ELG: Name and describe people who are familiar to them.

ELG: Comment on images of familiar situations in the past.



Throughout Reception, children explore their own families by sharing pictures, speaking about people in their lives and speaking about members of the community who are familiar to them during career days. They look at important days throughout the year to learn about events from the past.

ELG: Name and describe people who are familiar to them.

ELG: Comment on images of familiar situations in the past.



As children move into Y1, they have small group activities to look at past events and comment on these. They then begin to use chronological vocabulary to order the events to extend learning. Children also visit local areas to have hands on experiences of what life used to be like in the past.

KS1: Significant historical events, people and places in their own locality.

KS1 Aim: Understand historical concepts such as continuity and change.



Y1 continue to look at local history by visiting the town's museum to learn about toys from the past that their great grandparents may have played with, as well as to see how the development of the railway has impacted the town.

History

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Understanding the World

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.

ELG: Understand some important processes and changes in the natural world around them.

ELG: Understand some important processes and changes in the natural world around them.

KS1: Observe changes across the four seasons.

KS1: Observe and describe weather associated with the seasons and how day length varies.



Science

At the beginning of Reception, children explore the outdoors, looking for signs of Autumn and going on a hunt for animals and insects. Children also visit a Winter Wonderland to explore how the seasons change.

Children built on their earlier learning by observing the changes of the leaves and the weather at different points in the year. They also looked at different plants and how they grow and change at different times of the year, depending on the season.

In Y1, children continue to work on the seasons, observing how the environment changes and making a log of the weather and how much sun we get at different times of the year.

PROVISION – PROGRESSION – PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Understanding the World

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps



Across the year in Reception a number of provisions allow the pupils to explore their immediate environments and express their ideas or own experiences.

ELG: 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;
ELG: 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.



In the Autumn Term the Y1 children explored their journey to school and went on a local walk. We enhanced the block play with familiar landmarks and extended this to look more widely with a focus on London. We used globes and maps and compared and provided many opportunities to talk and compare their local environments. It was clear that the children needed more exploration time within this so adults had a focus on the local area by incorporating images and examples into the discreet sessions. This will continue to be a focus as the children make sense of the world in the Spring Term. Children had the opportunity to make and draw maps within their play when creating their small world settings.

- Investigate surroundings
- Make observations about where things are e.g. within school or local area
- Follow directions (Up, down, left/right, forwards/backwards)-Children will use their own symbol
- Use a simple picture map to move around the school
- Children will explore what maps, atlases, globes and plan perspectives can tell you
- Draw simple maps

Objectives:
Human and Physical Geography
Locating Scarborough on a map

In the Spring term in Y1 the pupils build on prior learning in the EYFS by exploring more detail in maps. Through the focus of 'Pirates' the children will discuss maps but then use this to explore the idea of 'What is a Geographer'. The children will start to name the continents and will explore a variety of maps as they learn about the continents making comparison to Eastfield and Scarborough

Geography

PROVISION – PROGRESSION – PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

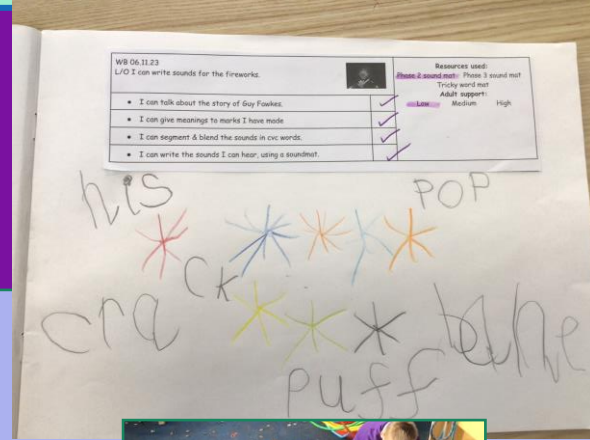
Understanding the World

ELG: Talk about the lives of the people around them and their roles in society



Across the year in Reception a number of provisions allow the children to explore the lives of the people around them. We spoke to different 'local heroes' to learn about this people through a first hand experience.

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling



Y1 Autumn Term, our first book is called 'My Class is a Family' whereby we revisit the different roles we have in society. Through a heavy History focus, we build on 'local heroes' by comparing Fire Fighters and Engines from the past to the present day before moving on to focus on 'Toys over Time'

- Understand some of the ways in which we find out about the past
- Ask questions about an idea, story or object from the past
- Answer questions about an idea, story or object from the past
- Use words and phrases such as 'before I was born, in the past, very old, when was little'
- Order some events and objects in time order and give some reasons for the order

History

The Spring Term in Y1 moves to more of a Geography focus with time to embed the Historical language and understanding. 'Memory lane' is used to retrieve previous knowledge but this also informs us of the children's knowledge of time and the 'past'. The continuous provision enables the children to practice and apply their knowledge.

PROVISION – PROGRESSION – PATHWAY

EYFS CURRICULUM – YEAR 1 CONTINUOUS – YEAR 1 CURRICULUM

Understanding the World

ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Across the year in Reception the children have accessed many active learning opportunities to explore changes in states of matter. The children have also observed changes through the seasons and we will continue to do this across the year.

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.



Y1 - The children continue to do 'calendar maths' daily. They then move towards recording the weather symbols so that we can observe trends over time. Seasonal changes are a focus and from this, the children explore materials.

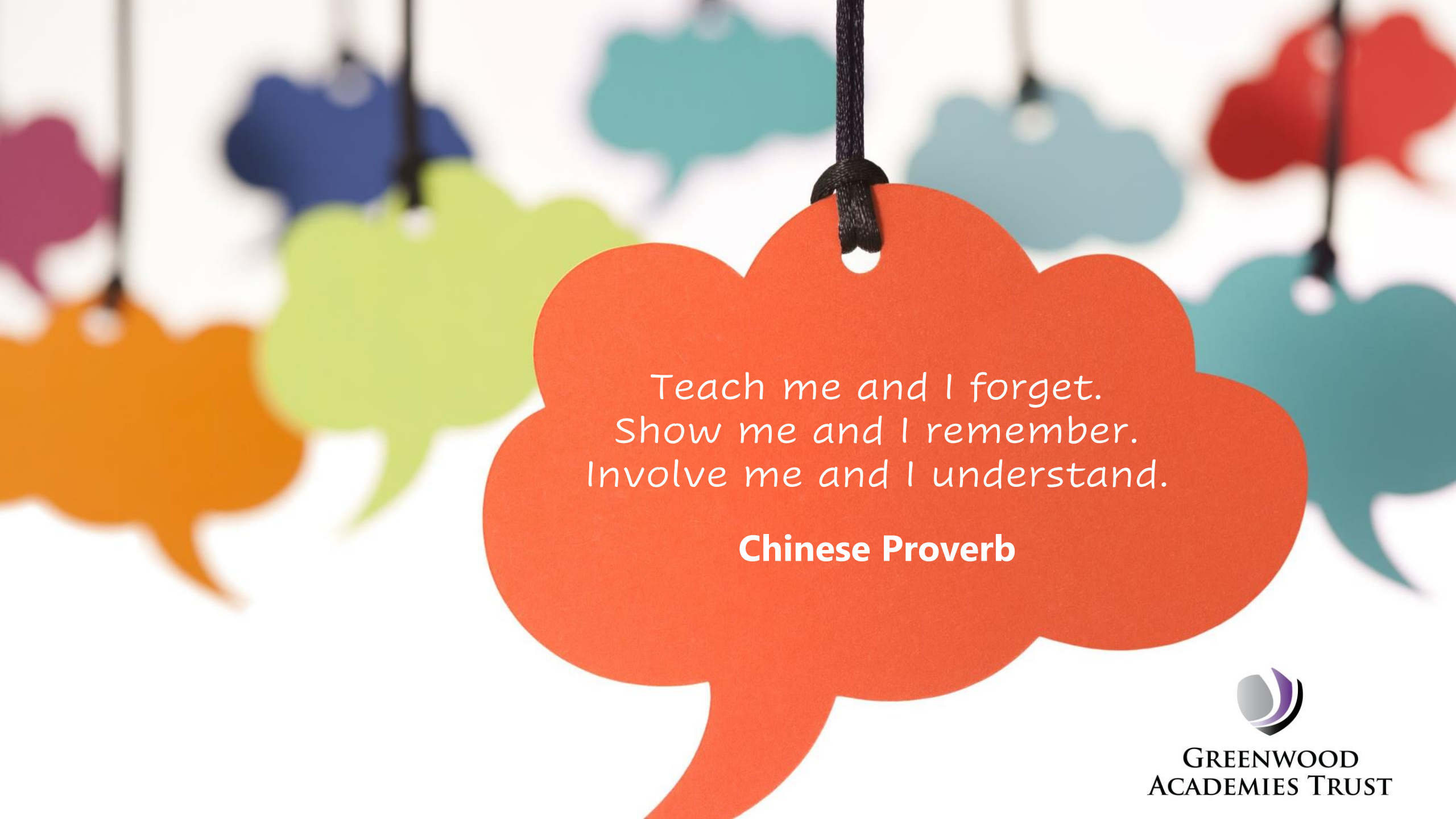
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies



Y1 - The children are building on their knowledge of animals. Many don't have pets or visit farms so have little knowledge of animals. Therefore we have broken the focuses down and added challenges and enhancements to the provision to allow the children to apply their skills. Explorify is also used to promote discussion and further develop the enquiry skills.

Science

PROVISION – PROGRESSION - PATHWAY



Teach me and I forget.
Show me and I remember.
Involve me and I understand.

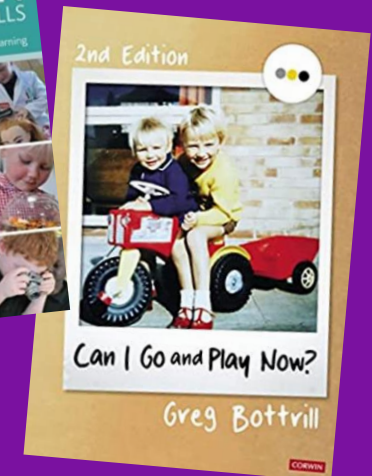
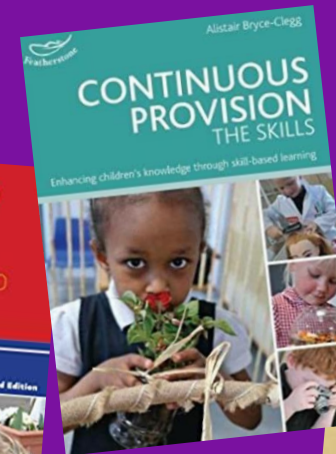
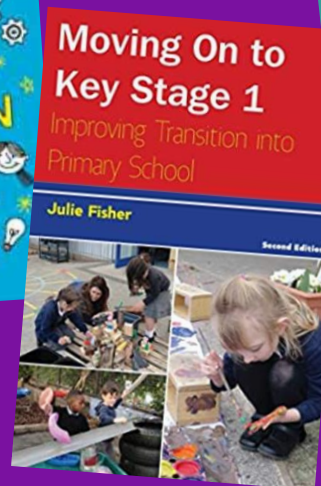
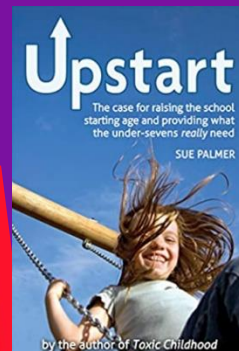
Chinese Proverb



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Books & Reading List

- Effective Transition to Year 1 – Alistair Bryce-Clegg
- Let Me Be Five – Implementing a play-based curriculum in Year 1 and beyond – Sue Quirk
- Year 1 in Action – A month by month guide to taking Early Years pedagogy into KS1 – Anna Ephgrave
- Can I Go & Play Now? – Greg Bottrill
- Moving On to Key Stage 1 – Julie Fisher
- Interacting or Interfering? Improving interactions in the early years – Julie Fisher
- Continuous Provision: The Skills – Alistair Bryce-Clegg
- Upstart: The case for raising the school starting age and providing what the under-sevens really need.





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