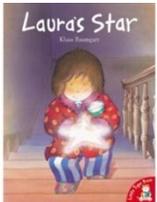


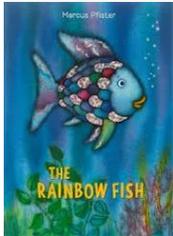
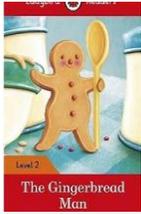
EYFS Progression and Skills to KS1

How is this achieved in Early Years?

Some of the key vocabulary developed includes both core and extended vocabulary taught in Early Years. This can be identified on our Long Term Plan. We aim to use a broad variety of vocabulary to support and enhance learning and development, our key vocabulary below is not limited to this list. We also explore many books alongside the list provided, these are just some examples of the books we explore in EYFS.

Art and DT – Progression from EYFS-KS1

| | ELG | How is this achieved in EYFS? | Key vocabulary developed | How does this link to ks1? |
|--|--|---|---|---|
| <p>Creating With Materials</p>   | <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories | <ul style="list-style-type: none"> Model naming and describing materials. Teach pupils to stretch, squash, roll, tear, scrunch and join materials. Model imaginative construction. Explain choices of materials and shapes. Scissor use and safety Cutting tape safely Cutting different types of materials safely and understanding which to appropriate methods to use to fix things together which to use in different scenarios, including different types of glue and tape, hole punches, treasury tags, split pins and paper clips. Finger painting and using other body parts to paint, modelling how to press and lift (not smudge) How to use rollers, sponges, brushes and different types of paint Correct paint brush grip How to mix colours (primary to secondary and shades – black and white) Model using colours for different purposes Mark making with different media, e.g. chinks, water, pens, pencils, crayons and in different materials such as sand, paint, mud Model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks drawing different lines, e.g. straight, wavy, zig zag | <ul style="list-style-type: none"> Squash, Squeeze, Press, Pinch, Roll, Stretch, Hot and cold colours (blue, red, orange, yellow), All common colours, Textures (rough, smooth, bumpy), Shiny, Glitter, Reflect, Dull, Lighter, Darker, Observe, Clay, Play dough, Mud, Stretch, Flatten, Thick, | <p>Art and Design Pupils in ks1 should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>(CCA ART Link to y1: Picasso Faces, Drawing/Painting Jackson Pollock, Paper Sculpture of seasonal scene)</u></p> <p><u>Design Technology</u> <u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria |



- How to draw accurately through observation
- How to make lines darker / lighter
- How to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together
- Model making simple items describing what you have made and the process
- The names for a range of different colours
- The names of textures through modelling using senses and using the correct vocabulary
- How to create texture by mixing things with paint and glue
- Explain why different textures could be used for different purposes
- Model expressing opinions about different pieces of art
- Teach pupils stem sentences and the correct vocabulary to express opinions, e.g. I like/ dislike because ...
- Model how to talk about shape, colour, pattern and texture in art
- Model explaining what you have made, what you used and why, including colours
- Vocabulary to enable pupils to name different materials and fixings
- How to share what they have created with others using precise language. I have made a X by X.
- How to give their peers feedback on what they have done using stem sentences, e.g. I like X because ...

- Thin,
- Twist,
- Opinion,
- Shape,
- Patterns,
- Proud,
- Idea,
- Fix

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

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

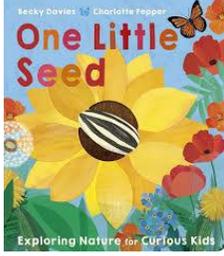
(CCA DT link to y1: sock puppet making, make a boat that floats, make a fruit salad/salad).

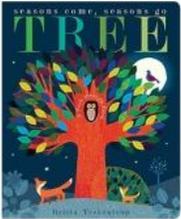
Physical Development EYFS-KS1

| | ELG | How is this achieved in EYFS? | Key vocabulary developed | How does this link to Physical Education in ks1? |
|--|--|---|---|---|
| <p>Gross Motor</p>  <p>The image shows three book covers from the 'Ladybird First Favourite Tales' series. The top cover is 'Jack and the Beanstalk', the middle is 'Little Red Riding Hood', and the bottom is 'The Gingerbread Man'.</p> | <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | <ul style="list-style-type: none"> Negotiate space and obstacles safely Spatial awareness How to climb and crawl using hands and legs appropriately. How to run and look at the same time – dodging and jumping obstacles safely. How to ride bikes, trikes and scooters safely. How to use their legs and steer at the same time. Developing strength, balance and coordination How to cross the midline. How to use both hands with symmetrical movement, e.g. pushing a wheelbarrow. How to use hands / feet with reciprocal movement, e.g. riding a bike / climbing a ladder. How to use leading and supporting hand, e.g. when digging one hand does the work while the other steadies the spade / fork. How to ride a bike / trike / scooter using legs to push off and glide. | <ul style="list-style-type: none"> Run Fast Slow Stop Obstacle Climb Chase Strength Move Change direction Hop Skip Jump Balance Balancing Health Healthy Follow Land Control Throw Catch Weave Dance Rhythm Bend Stretch | <p>PE</p> <ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. |

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| | | <ul style="list-style-type: none"> • How to catch a ball - cupping hands, move to meet the object, elbows bent. • How to throw a ball – other arm aims, sideways on, bring arm back let go, keep arm in direction of ball. • How to static and dynamic balance. • How to carry equipment safely. • How to choose the right tools and equipment for a job Move energetically • How to keep our bodies healthy. • The importance of exercise. • Different ways of moving. • Techniques for running, e.g. use of arms to power, knees up. • Techniques for skipping and hopping, e.g. practise standing on one foot. • How to stay safe when climbing (3 points of contact). | | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. <p>(Year 1 at CCA: Fundamental motor skills. Invasion games and rule comprehension, net and wall games, healthy participation (warming up and cooling down), gymnastics body control and balance, basic athletics strategies, striking and fielding)</p> |
|--|--|--|--|--|

Understanding the world – Links to Science

| Including Key Texts | ELG | How is this achieved in EYFS? | Key vocabulary developed | How does this link to ks1? |
|---|---|--|---|---|
| <p>Past and Present</p> <p>People Culture and Communities</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.. Write simple phrases and sentences that can be read by others. | <p>Plants</p> <ul style="list-style-type: none"> how to observe plants carefully, modelling the correct vocabulary noticing plants and trees in the environment in and around school through observation and dialogue, e.g. look – a tree with X shaped leaves, look at its branches where plants usually grow. The life cycle of plants how to care for plants The names of some plants and trees in the local environment Similarities and differences in plants, seasons, and the world around us. Photographs of home and the children shared through dojo and placed in provision to extend knowledge and communication and language. | <ul style="list-style-type: none"> Roots Leaves Stem Sunlight Petal Life Cycle Name some familiar plants like sunflower daisy, buttercup, daffodil, rose. Seed Plant Soil | <p>Plants</p> <p>Pupils should be taught to:</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>Direct Links to Y1 curriculum at CCA:</p> <ul style="list-style-type: none"> Autumn 2 Biology, seasonal changes Spring 1 Biology, Planting A Spring 1 Biology – seasonal changes and planting B Summer 1 Biology – Plants and planting C Summer 1 Biology – seasonal changes |
| <p>The Natural World</p>   | | | <ul style="list-style-type: none"> Life Cycle Chrysalis Larvae Egg cocoon Exoskeleton Roots Stem Leaves Soil Seed Nature Grow <u>Caterpillar</u> <u>Frog</u> <u>Tadpole Frogspawn,</u> <u>Chick</u> <u>Egg Incubator, Hatch</u> <u>Shell</u> <u>Monarchy</u> <u>Butterfly</u> <u>Symmetrical</u> <u>Lamb</u> <u>Calf</u> <u>Fawn</u> | |



Animals including humans

- Names of different body parts on both humans and animals
- The vocabulary same / different / similar / similarities / differences
- Modelling talking about and celebrating similarities and differences, e.g. This animal has a long tail and this one has a short one. You have blue eyes and I have brown eyes.
- Modelling observation, e.g. I can see a long nose, a brown body, a black mane and a black tail.
- Different simple bodily functions
- How to care for animals
- The basic human life cycle

- Kitten
- Puppy
- Foal
- Duckling
- Hibernate
- Family
- Mum (mother)
- Dad (father)
- Brother
- Sister
- Aunt
- Uncle
- Grandma
- Grandad
- Fox,
- Rabbit
- Squirrel
- Mouse
- Deer
- Owl
- Adder

Facial Features

- Eyes
- Nose
- Mouth
- Tongue
- Eyebrows
- Eyelashes
- Ears
- Cheeks
- Chin

Animals Including Humans:

Pupils should be taught to:

- 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)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Curriculum links to y1 at

CCA:

- **Autumn 1 - The Human Body**
- **Spring 1 Biology - Animals**

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| | | <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • How to observe – narrating what you see using appropriate vocabulary • Using senses to explore a range of natural loose parts, e.g. It feels bumpy ... It looks brown and grey ... • Teaching pupils how to play with different materials, e.g. dough, sand • Modelling noticing similarities and differences between materials, e.g. The wood is brown and rough. The plastic is white and smooth. • How to sort using simple criteria | <ul style="list-style-type: none"> • Brain (links to My Happy Mind PD) • Differences and similarities in animals (e.g long tail, short tail, beak) • Soft • Smooth • Rough • Bumpy • Texture • Materials • Bendy • Hard • Flexible • Change | <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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>Year 1 Curriculum Links at CCA:</p> <ul style="list-style-type: none"> • Autumn 2 Chemistry - Materials |
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| | | <p><u>Seasonal change</u></p> <ul style="list-style-type: none"> • The different types of weather • The different types of clothing we wear for different weather types • The difference between hot and cold, including items that are hot and cold • The difference between day and night and what we do during the day / at night • The seasons and what happens in each linked to weather, trees, animals and themselves, celebrations and clothing. <p><u>Environmental Change</u></p> <ul style="list-style-type: none"> • The different places in the school locality, e.g. park, shops, river, seaside, forest / wood • Similarities and differences between school / their homes and other places • How we can look after the local environment, e.g. putting litter in bins, litter picking, walking instead of taking the car • How to care for plants and animals • How humans are harming the world and how they can help (simple ways), e.g. litter, | <ul style="list-style-type: none"> • Autumn • Winter • Spring • Season • Summer • Hibernate • Migrate • Time • Weather (wind, rain, sun, snow) • Brother • Sister <ul style="list-style-type: none"> • Global Warming • Climate Change • Humans • Nature • Pollution • Litter • Recycle • Eco System • Climate | <p><u>Seasonal Change</u></p> <p>Pupils should be taught to:</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 <p>Year 1 Curriculum Links at CCA:</p> <ul style="list-style-type: none"> • Autumn 2 Biology Seasonal Changes • Spring 2 Biology Seasonal Changes • Summer 2 Biology Seasonal changes <p>Year 1 Curriculum links at CCA:</p> <ul style="list-style-type: none"> • Spring 2 Sustainability Caring for the planet • Summer 2 Sustainability growing and cooking |
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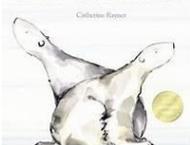
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| | | <p>walking not driving, wasting less food</p> <p><u>Forces and how things work</u></p> <ul style="list-style-type: none"> • How to make observations, e.g. Look the jelly wobbles when we touch it! Let's look at the windmill. What is it made of? How can we make our own? • Modelling how to explore how to make things work, e.g. remote controlled toys, switches, different push / pull forces • Modelling how to use different construction kits • Modelling how to use different tools, including safety aspects <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Using senses to explore a range of objects, materials and natural phenomenon • How to ask questions and question words, e.g. why, when, what, how • Observation skills, narrating what you see using correct vocabulary • Why things happen • Grouping, sorting, similarities, differences. | <ul style="list-style-type: none"> • Push • Pull • Squeeze • Together • Apart • Connect • Battery • Electricity • Switch • Tools such as scissors/safety needles • Firework <ul style="list-style-type: none"> • Investigate • Test • Idea • Explore • Find out • How • Why • What will happen? • Try | <p>Curriculum Links to ks2.</p> <ul style="list-style-type: none"> • Year 3 Spring 1 – Magnets • Year 5 Autumn 2 Forces <p><u>Working Scientifically</u></p> <p>Pupils should be taught the following skills:</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 |
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| | | <ul style="list-style-type: none">• How to make predictions, e.g. I think x will happen... what do you think?• Decision making, e.g. I am going to see if it works | | <ul style="list-style-type: none">• Using their observations and ideas to suggest answers to questions• Gathering and recording data to help in answering questions <p>Curriculum Links in Year 1:</p> <ul style="list-style-type: none">• Autumn 2 Chemistry Materials• Spring 1 Biology Planting• Summer 1 Biology Planting• Summer 2 Sustainability growing and cooking |
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Links to Geography to Ks1

| Key Texts | ELG | How is this achieved in EYFS? | Key vocabulary developed | How does this link to Geography in ks1? |
|--|--|--|--|---|
|  | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps. | <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name of key locations in the setting . Names of key locations around the school. Names of key locations in the local community. How to look at basic maps and find information. How to draw simple maps Know about life in another country. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Names of different physical and human features through small world play Similarities and differences in physical and human features of different places A key city and some physical / human features A key country and some physical / human features Different types of houses | <ul style="list-style-type: none"> Local Shops Church Park Canal Woods Woodland Woodland Animals Christ Church Academy Edible Garden Map <ul style="list-style-type: none"> Bradford Shipley City Town Island Country House Flat Apartment | <p><u>Locational knowledge</u></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. Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Curriculum Links to Y1 at CCA:</p> <ul style="list-style-type: none"> Spring 1 Geography – How can I understand the world and my place in it? Local Geography comparison to Brazil. UK, Fieldwork, Physical |

Iris and Isaac



Seasonal change

- The different types of weather
- The different types of clothing we wear for different weather types
- The difference between hot and cold, including items that are hot and cold
- The difference between day and night and what we do during the day / at night
- The seasons and what happens in each linked to weather, trees, animals and themselves, celebrations and clothing.

Geographical Skills and

Fieldwork

- Observational skills
- Vocabulary linked to the local environment
- How to use / draw information from simple maps
- How to make simple maps
- How to use atlases and globes to find where they live and where people and animals from stories live
- That land is often green and water blue when looking at simple globes / maps

- Autumn
- Summer
- Winter
- Spring
- Seasons
- Hibernate
- Migrate

- Maps
- Globe
- Atlas
- Country

and manmade environment

- **Spring 2 (with history links) - What is an explorer? Famous people – Captain Cook, oceans and continents**

Human and physical geography.

- 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

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

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| | | <p><u>People and Communities, including different religious and cultural communities</u></p> <ul style="list-style-type: none"> • Similarities and differences between their families and other families • Positive attitudes about the differences between people • Key customs, routines, special times, events and celebrations for different families / religions / cultures • Different occupations linked to people in their community and those who help us • Special places and places of significance | <ul style="list-style-type: none"> • Community • Belief • Church • Eid • Mosque • Gurdwara • Sikh • Similarities • Vaisakhi • Diwali • Remembrance Day • Poppy • Easter • Christmas • Christians • Lent • Shrove Tuesday • Ash Wednesday | <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and 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 Geography – key stages 1 and 2 3. • 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 observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Year 1 Curriculum Links:</p> <ul style="list-style-type: none"> • Summer 1/2 What changes can I see? Seasons, weather, climate <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Culture and diversity <p>Year 1 Curriculum links:</p> <ul style="list-style-type: none"> • – How can I understand the world and my place in it? Local Geography |
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| | | | | comparison to Brazil. UK, Fieldwork, Physical and manmade environment |
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History – EYFS to KS1

| | ELG | How is this achieved in EYFS? | Key vocabulary developed | How does this link to History in ks1? |
|--|--|---|--|--|
|  | <p>Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | <p>Chronology</p> <p>The class visual timetable • days of the week Months of the year How to order simple events Ordering vocabulary, e.g. now, next, then, today, tomorrow How to use simple timers What a clock / watch is for Some differences between long ago and now.</p> <p>Changes within living memory (link to UTW Science and UTW Geography, Seasonal Change)</p> <ul style="list-style-type: none"> • The differences between adult and baby animals • Weather and seasons • Changes in animals and plants and life cycles • How familiar things have changed over time, e.g. toys, houses, transport • how to compare, e.g. what life was like for them compared to what life was like for their Grandparents. <p>Their families (link to Geography and RE)</p> <ul style="list-style-type: none"> • Similarities and differences between their families and other families | <ul style="list-style-type: none"> • Time • Week • Month • Year • Yesterday • Last night • Last week • Later • A long time ago • Once Upon a Time • First • Next <ul style="list-style-type: none"> • Life cycle • Baby • Adult • Toddler • Grandma • Grandad • Baby animals (kid, calf, foal, chick etc) • Past • Present • Future <ul style="list-style-type: none"> • Mum • Dad • Auntie • Uncle • Sister • Brother | <ul 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) |

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| | | <ul style="list-style-type: none"> • Positive attitudes about the difference between people <ul style="list-style-type: none"> • Key customs, routines, special times, events and celebrations for different families / religions / cultures • Different occupations linked to people in their community and those who help us • Special places and places of significance <p><u>Significant people/events locally</u></p> <ul style="list-style-type: none"> • Significant people in their lives and in their community (and their roles), including those who help others • Significant events in their lives, e.g. birthdays, starting school • Learn about the King (King Charles) and what he does for the environment • About the life of one explorer and one inventor (through books / stories) • Causes of events, e.g through stories | <ul style="list-style-type: none"> • Cousin • Grandma • Grandad • Family • Relative • Different jobs (doctor, nurse, teacher, scientist, artist, hairdresser, builder etc) <ul style="list-style-type: none"> • King Charles • Queen • Explorer • Explore • Jobs • Work • Guy Fawkes | <p>Nightingale and Edith Cavell)</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>Year 1 Curriculum links at CCA:</p> <ul style="list-style-type: none"> • Autumn 1: What makes me special? Personal History • Autumn 2 What events have caused change? The gunpowder plot |
|--|--|--|--|---|