



Early Years skills and knowledge progression into Year One.

Subject	Science	History	Geography	Art	Design Technology	Music	PSHE	PE
Early Learning Goals	People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; The Natural World: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Past and Present: - 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.	People, Culture and Communities: 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. The Natural World: 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;	Creating with Materials - 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;	Creating with Materials - 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;	Being Imaginative and Expressive - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Gross Motor Skills - 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.

Skills/knowledge taught throughout Pre-School and Reception	use all of their senses to experience materials and the natural world know how to care for the natural environment and living things know what plants need to grow and live and care for seeds they have planted identify and name flowers & trees and parts of plants (e.g. stem, petal, leaf, trunk) understand and describe the life cycle of plants and animals identify and name wild and domesticated animals and know where they live in the wild (land and sea) begin to understand the terms herbivore and carnivore name parts of the human body and talk about their purpose identify the materials that objects are made from and some of the properties of those materials (e.g. bendy, shiny, see-through, strong) describe the weather and demonstrate an awareness of the changing seasons compare and contrast record observations through pictures understand how water changes depending on temperature	know how they have changed from baby to now and how they will change in the future talk about significant events in their memory e.g. birthday parties, a younger sibling being born talk about people who are familiar to them and show understanding of their lives and roles understand how everyday life has changed e.g. since their parents/grandparents/great-grandparents were children, through looking at photographs or reading books know about the achievements of significant people in the past e.g. Neil Armstrong know about changes that have happened to our school locality over time e.g. the library having been a cinema	locate land, water, roads and other man-made structures on maps and globes including google maps create their own maps using marks on paper to represent features in the environment name the 4 countries in the UK as well as significant national and local landmarks identify similarities and differences between areas of the locality, areas of the UK and different countries understand similarities and differences between life in this country and life in other countries use geographical terms to name and describe e.g. beach, forest, mountain, river, town describe weather as it is experienced or read about in books use locational and directional language e.g. near, far, above, down	use lines to create shapes, including details in these representations use pencils, chalks and charcoals for drawing use paints and a variety of types of brushes to paint and mix colours show a variety of emotions in their art work use materials for printing use malleable materials e.g. dough and clay to create 3D sculptures explore materials, responding to their appearance and texture explore, talk about and imitate the work and styles of famous artists contribute towards collaborative work talk about the processes used and how work can be further developed	design products and follow that design using a variety of media and materials use a range of tools and techniques to measure, shape and join e.g. scissors, selotape dispenser, screwdrivers, drill select materials based on their characteristics including shape, colour and texture build structures from imagination and from design examples using a variety of construction and small world materials identify and name ingredients, describing where they come from and how they change during the cooking process	listen and respond to different styles of music sing and perform songs including traditional nursery rhymes, number rhymes and action songs explore and play untuned instruments to accompany songs and to make up own rhythms recognise and copy pulse and rhythm, alone and within songs explore pitch using voices, environmental sounds and instruments	select and use activities and resources independently know that they have responsibilities as a member of a community show increasing confidence in new social situations. play cooperatively with other children, extending and elaborating play ideas and taking turns use talk to find solutions to conflicts and rivalries follow rules, understanding why they are important talk about their own and others' feelings demonstrate resilience and perseverance listen to and follow instructions manage their own personal needs	Develop and improve skills of -rolling -crawling -walking -jumping -running -hopping -skipping -climbing -throwing -catching -kicking -passing -batting -aiming develop the strength, co-ordination, balance and agility needed for dance, gymnastics and sport confidently and safely use a range of large and small apparatus indoors and outside combine movements together work safely by themselves, with a partner and in a team
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Specific topic links	Animals in Tales Minibeasts Hot and Cold Dinosaurs	Traditional Tales All About Me Space Dinosaurs	Food and Festivals Local Studies Weeks Hot and Cold Holidays and Travel	Food and Festivals All about Me	Nursery Rhymes Food & Festivals Kindness Space	Nursery Rhymes Food & Festivals	All about Me Kindness	All about Me
Year One objectives	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 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. distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood,	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 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 significant historical events, people and places	name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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 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 key human features, including: city, town,	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	design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and		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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

	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 observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies. 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	in their own locality	village, factory, farm, house, office, port, harbour and shop 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 use simple compass directions (North, South, East and West) and locational and directional language 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.	making links to their own work.	explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, in their products use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from	retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
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