

# Early Years Transition to Year 1

Subject Area	By the End of Reception	Autumn 1 Term- Year 1
Art	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> <li>• They enjoy using a variety of media to make marks.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Representing the human face using drawing, painting.</li> <li>• Learning about primary colours</li> </ul>
DT	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• Representing the human face using sculpting.</li> </ul>
Geography	<u>Understanding the World</u> <ul style="list-style-type: none"> <li>• Making and following simple maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Human and physical features including: beach, cliff, coast, town, city, road, bridge...</li> </ul>
History	<u>Understanding the World</u> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• About changes within living memory and changes beyond living memory.</li> <li>• How events can be ordered chronologically on a timeline.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
Music	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing beat.</li> <li>• Adding rhythm and pitch.</li> <li>• Composition tool on Charanga. Selecting notes from a small range and placing where required. Whole class or group activity.</li> <li>• Beginning to create a graphic score. Using Charanga tool or children's own ideas for recording ideas.</li> </ul>
PE	<u>Physical Development</u> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump, throw and catch with increasing accuracy.</li> <li>• To move in different directions whilst handling a ball.</li> </ul>
Life Skills	<u>PSED</u> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and expectations</li> </ul>

	activity, and show an ability to follow instructions involving several ideas or actions	
RE	<p><b><u>Which places are special and why?</u></b></p> <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> <li>• Talk about similarities and differences between themselves and others</li> <li>• Begin to know about their own beliefs</li> <li>• Explore and find out about places and objects that matter</li> </ul>	<ul style="list-style-type: none"> <li>• Who is a Christian and what do they believe?</li> </ul>
Science	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p>-</p>	<ul style="list-style-type: none"> <li>• To name different materials.</li> <li>• To distinguish between an object and what it is made from.</li> <li>• To observe things closely using simple equipment.</li> </ul>